

DOCUMENT RESUME

ED 036 026

EC 004 918

TITLE LEARNING DISABILITIES; RESEARCH STUDIES AND PROGRAM CONSIDERATIONS. EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES.

INSTITUTION CCUNCIL FOR EXCEPTIONAL CHILDREN, ARLINGTON, VA. INFORMATION CENTER ON EXCEPTIONAL CHILDREN.

SPECNS AGENCY OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF EDUCATION FOR THE HANDICAPPED.

PUB DATE SEP 69

NOTE 32P.

EDRS PRICE MF-\$0.25 HC-\$1.70

DESCRIPTORS ABSTRACTS, *BIBLIOGRAPHIES, DYSLEXIA, EDUCATIONAL PROGRAMS, *EXCEPTIONAL CHILD RESEARCH, IDENTIFICATION, *LEARNING DISABILITIES, MEDICAL EVALUATION, MINIMALLY BRAIN INJURED, NEUROLOGY, PERCEPTUALLY HANDICAPPED, PERCEPTUAL MOTOR COORDINATION, TEACHING METHODS

ABSTRACT

A LISTING OF 139 ABSTRACTS AND DESCRIPTIVE TERMS IS CONCERNED WITH RESEARCH AND PROGRAM DEVELOPMENTS IN THE AREA OF LEARNING DISABILITIES. AMONG THE TOPICS COVERED ARE DIAGNOSIS, TEACHING METHODS, PHYSICAL ASPECTS, PERCEPTUAL PROBLEMS, AND TREATMENT PROCEDURES. INCLUDED ARE SUBJECT AND AUTHOR INDEXES, USER INFORMATION, AND ORDERING PROCEDURES FOR SPECIFIC DOCUMENTS OF THE ENTIRE BIBLIOGRAPHY. (JM)

ED036026

EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

**LEARNING DISABILITIES:
RESEARCH STUDIES
AND PROGRAM CONSIDERATIONS**

September 1969

CEC INFORMATION CENTER ON EXCEPTIONAL CHILDREN

**The Council for Exceptional Children
1499 Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202**

**An Educational Resources Information Center and member of the
Special Education IMC/RMC Network**

38164918E

ED036026

**LEARNING DISABILITIES:
RESEARCH STUDIES
AND PROGRAM CONSIDERATIONS**

September 1969

**CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202**

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

**THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.**

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved from the computer stored information of the CEC Information Center on Exceptional Children. Abstracts represent the Center's complete holdings on the topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

For documents available from their publishers, information on price and address is included in the abstract.

Many documents may be purchased in microfiche (a 4" x 6" microfilm card containing up to 70 pages of information) and/or hard copy (readable size photo reproduced pages) reproduction from the ERIC Document Reproduction Service. For example, "EDRS mf" indicates the document may be purchased in microfiche reproduction and "EDRS mf, hc" indicates the document may be purchased in both microfiche and hard copy reproduction.

To determine purchase price for hard copy multiply the document's number of pages by \$.05, then add \$.10. To determine purchase price for microfiche use the table below. For example a 44 page document in hard copy would cost \$2.30 (44 x \$.05 + \$.10) and in microfiche would cost \$.25.

To order document reproductions, provide the ED number of the desired document, the number of copies being ordered, and the type of reproduction desired (microfiche or hard copy). Payment must accompany orders totaling less than \$5. Add a special handling charge of \$.50 to all orders. The ERIC Document Reproduction Service is registered to collect sales taxes. Orders from states which have sales tax laws should include payment of the appropriate tax or tax exemption certificate. A 25 percent service charge, calculated to the nearest cent, must accompany orders from outside the United States, its territories, and possessions.

Orders should be sent to:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

No. of Pages	Cost of Microfiche	No. of Pages	Cost of Microfiche
1 - 57	\$.25	548 - 617	\$2.25
58 - 127	.50	618 - 687	2.50
128 - 197	.75	688 - 757	2.75
198 - 267	1.00	758 - 827	3.00
268 - 337	1.25	828 - 897	3.25
338 - 407	1.50	898 - 967	3.50
408 - 477	1.75	968 - 1037	3.75
478 - 547	2.00		

ABSTRACTS

ABSTRACT 1

EC 000 006 ED 010 717
 Publ. Date Nov 65 6p.
Guidelines for Implementation of the Program for Minimally Brain-Injured Children, a Supplement to the Administrative Guide and State Plan for Special Education.
 Texas Educ. Agency, Austin. Div. Of Special Educ.
 EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; standards; administration; program planning; minimally brain injured; special classes; state standards; program development; admission criteria; psychological evaluation; program administration; records (forms); class size; Austin

Texas state standards for special classes for minimally brain injured children include study of the child by a placement committee and psychological reevaluation of the child every three years. Criteria for admission to special education classes and minimally brain-injured classes, instructions for establishing and operating special education classes, and records to be kept available for review by Texas Education Agency representatives are listed. Class sizes are specified. (GB)

ABSTRACT 2

EC 000 022 ED 011 153
 Publ. Date 65 59p.
 Barsch, Ray H.
A Movigenic Curriculum.
 Wisconsin Board Of Education, Madison, Pupil Services
 Wisconsin Dept. Of Public Instr., Madison. Bur. For Hand.
 Wisconsin Univ., Madison, Dept. Of Counseling And Behav.
 EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; learning; curriculum; perceptual motor learning; learning difficulties; perceptual motor coordination; physical development; physical activities; experimental programs; underachievers; handicapped children; neurologically handicapped; physical fitness; learning activities; special programs

A physiological approach to the education of children with special learning difficulties was the basis of an experimental curriculum. The learner was seen as a space oriented being with a physiological makeup designed to travel through educational space, processing information to his progressive advantage. Eight constructs serve as a nucleus for a theory of movement, and special activities programed in each area are detailed. The movigenic curriculum is a supplement to the existing curriculum. Two groups of six elementary grade,

normal ability children with learning problems spent 6 hours weekly for 1 school year in this program. Nine of these 12 were neurologically impaired. A third group of six preschoolers met for one half year. A third group of six was not attempted but was planned as a later, second stage. (HJ)

ABSTRACT 3

EC 000 822 ED 016 323
 Publ. Date 67
 Edgington, Ruth; Clements, Sam D.
Indexed Bibliography on the Educational Management of Children with Learning Disabilities (Minimal Brain Dysfunction).
 EDRS not available

Descriptors: exceptional child education; learning disabilities; bibliographies; minimally brain injured; ancillary services; behavior problems; cerebral dominance; class management; concept formation; educational programs; identification; instructional materials; language handicaps; parent counseling; perception; public relations; speech handicaps; teacher characteristics; teacher education; vocational counseling

The 370 citations on learning disabilities are indexed tabularly into 19 subject areas (such as cerebral dominance, perception, behavior disorders). Each citation is further identified as background and theory, assessment, or training. Publication dates range from 1896 to 1966 although only 19 entries are pre-1950. This document was published by Argus Communications, 3505 North Ashland Avenue, Chicago, Illinois 60657. (JA)

ABSTRACT 4

EC 001 527 ED 013 118
 Publ. Date Mar 67 59p.
 Beery, Keith E.
Preschool Prediction and Prevention of Learning Disabilities.
 San Rafael City Schools, California
 Marin Co. Supt. Sch. Off., San Rafael, California
 OEG-4-7-008742-2031,
 OEG-4-7-068743-1507
 EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; tests; identification; preschool children; children; prediction; predictive measurement; prevention; auditory tests; task performance; prognostic tests; psychological tests; screening tests; longitudinal studies; language tests; psycholinguistics; Developmental Test of Visual Motor Integration; Illinois Test of Psycholinguistic Abilities; ITPA

The initial screening phase of a 4-year longitudinal study designed to predict and prevent learning disabilities in a general school population is reported.

Children (aged 3 1/2 to 5 1/2) of an entire school district were invited to the schools to be screened for evidence of potential learning disability. These children were to be rescreened annually and tested for academic achievement at the conclusion of kindergarten and of first and second grade. Screening involved audiometric, visual, and psychological testing. Teachers administered the following tests to all children--Illinois Test of Psycholinguistic Abilities (ITPA), Developmental Test of Visual-Motor Integration (VMI), Kephart Perceptual-Motor Rating Scale, Peabody Picture Vocabulary Test, and Teacher's Behavioral Rating Scale. The 365 children in the experimental and control groups were assigned by matching sex, chronological age, mean ITPA language age, prekindergarten experience, and profile similarity. Results from the experimental children were forwarded to their future schools and physicians with suggestions for preventative guidance. It was found that boys did as well as girls in both the younger and older groups, which appears to be contrary to the more usual finding that girls are more ready than boys as they approach kindergarten age. Enrollment bias seems to be evidenced in the comparison between the results of older and younger children, as the younger children performed at a higher level, relative to their chronological ages, than did the older children. The test patterns revealed nearly twice as many visual-motor deficits as there were auditory-vocal deficits and almost twice as many association, encoding, and sequencing deficits as there were decoding (reception of information) deficits in both experimental and control groups. Figures and tables present statistical information. Thirty-six references are listed. (TM)

ABSTRACT 5

EC 000 548 ED N.A.
 Publ. Date 67
 Goldberg, Herman K.
Vision and the Reading Problem.
 National Soc. For The Prevention Of Blindness, New York, N.Y.
 Sight-Saving Review, Volume 37, 1967
 EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; reading difficulty; elementary grades; reading diagnosis; reading failure; emotional problems; etiology; clinical diagnosis; remedial reading; children; retarded readers

Eight million children have some form of reading problem, but vision is a factor in less than 2 percent of these cases. Some children will read one to two grades below their level, but appropriate remedial help will enable them to read at grade level. Some children, however,

have a reading disability that requires an interdisciplinary approach (ophthalmologist, psychiatrist, psychologist, neurologist, educator). Often neurological damage is a cause of the difficulty. Some of the children with reading problems show emotional disturbance. Early diagnosis of reading problems is important because the most effective remedial work takes place in the primary grades. Two references are listed. This article was published in *The Sight-Saving Review*, Volume 37, Number 1, pages 6-8, Spring, 1967. (CG)

ABSTRACT 6

EC 000 586 ED N.A.
 Publ. Date Sep 66
 Wiener, Gerald
The Bender-Gestalt Test as a Predictor of Minimal Neurologic Deficit in Children Eight to Ten Years of Age.
 Johns Hopkins Univ., Baltimore, Maryland, Sch. Hygiene And Pub. Hea.
Nervous And Mental Disease, Volume 143, 1966.
 EDRS not available

Descriptors: exceptional child research; learning disabilities; tests; premature infants; children; neurologically handicapped; minimally brain injured; identification; psychological testing; intelligence tests; psychological tests; diagnostic tests; prediction; predictive measurement; predictive validity; predictive ability (testing); matched groups; Wechsler Intelligence Scale for Children; Bender Gestalt Test

Designed to relate types of Bender-Gestalt impairment to minimal neurological deficit, this study gathered data about 417 premature and 405 full term children, aged 8 to 10, and matched according to race, sex, and economic status. Data were obtained from hospital records, mothers reports, and a pediatric neurological evaluation at age 40 weeks. These data of pregnancy and obstetrical history, neonatal history, and pediatric neurological evaluation were applied to a 19 variable, unweighted scale used as an operational definition of minimal neurological deficit. Subjects were scored on the Wechsler Intelligence Scale for Children and the Bender-Gestalt Test. Data on socioeconomic variables and maternal attitudes and practices were obtained. Analysis of data showed low but significant correlation of each of the Bender-Gestalt variables with the neurologic deficit scale and the birth weight. Seven individual Bender-Gestalt variables correlated .22 with a scale score related to presumed minimal brain damage. Gross distortions and inability to produce angles and curves seemed to be significant independent predictions. The total Bender-Gestalt Score significantly discriminated between neurologic groups when the verbal IQ and race were controlled, and between neurologic groups for both white and Negro children. This article appeared in the *Journal of Nervous and Mental Disease*, Volume 143, Number 3, pages 275-280, September 1966. (MM)

ABSTRACT 7

EC 000 735 ED 018 017
 Publ. Date 66
 Ashlock, Patrick; Stephen, Alberta
Educational Therapy in the Elementary School, and Educational Approach to the Learning Problems of Children.
 EDRS not available

Descriptors: exceptional child education; educational needs; teaching methods; learning disabilities; educational therapy; perceptually handicapped; physically handicapped; language handicapped; academic achievement; personality assessment; intelligence; perceptual motor coordination; behavior change; sensory training; perceptual development; skill development; remedial instruction; program evaluation; educational diagnosis; diagnostic tests; instructional materials

Written chiefly for classroom and special teachers, school supervisors, and psychologists, this handbook presents the principles, methods, and goals of educational therapy. After the questions of what educational therapy is and who needs such therapy are considered, the steps to take in describing learning problems encountered in children are outlined. Diagnostic procedures are suggested for physical problems, perceptual problems, language problems, intellectual functioning, personality development, and academic achievement. A variety of procedures is described for improvement in general physical ability and coordination, sensory and perceptual processes, learning patterns, and emotional and behavioral control. Transfer into remedial instruction in the skill subjects and transition into the subject areas are discussed. Evaluation of educational therapy is also treated. The bibliography includes 154 references. Appendixes contain recommended materials and a list of publishers addresses. This document is available from Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for \$6.75. (DF)

ABSTRACT 8

EC 000 814 ED 018 019
 Publ. Date 66 47p.
 Perry, Harold W.
A Perceptual Training Program for Children with Learning Disorders.
 Memphis City Sch. System, Tennessee
 EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; teaching methods; program evaluation; tests; special classes; perception; perceptually handicapped; minimally brain injured

An experimental training program studied the effectiveness of new methods of identifying and teaching perceptually handicapped children with learning disorders. Subjects were selected by the following criteria--specific learning deficits, perceptual deficits, general coordination deficits, hyperkinesis, impulsivity, emotional lability, short attention span and/or distractibility, and equivo-

cal neurological signs. Subjects selected were placed either in class type T (tractile or tranquil) or in type H (hyperkinetic). Experimental controls exercised included evaluation of all children before enrollment in special classes, unbiased selection, and assignment of some of the suitable children to regular classes. A 3-year evaluation was made. Curriculum focused on basic school skills, and teachers took account of the characteristic variability of perceptually handicapped children. Classrooms were adapted to eliminate distraction, and classes were kept small. Motor activity and repetition were structured into classroom activities. Special training was required of the teachers. The first year the 14 experimental subjects improved over the 10 controls with an average grade level difference of .13 in reading, 1.01 in spelling, and .92 in arithmetic. The second year the 31 subjects improved an average of 1.3 in reading, .9 in spelling, and .9 in arithmetic. Behavioral changes were also noted. The Bender-Gestalt tests were administered to measure perceptual growth. During the third year, with 94 subjects in 11 classes, average improvement was .8 in reading, .6 in spelling, and .6 in arithmetic. Tables of achievement scores are given. The sources of the teaching methods used are identified as Alfred Strauss and Laura Lehtinen, and the Frostig Program for Development of Visual Perception and the Hay-Wingo method of teaching reading and language skill are recommended. Drawings evidencing visual and visual motor perceptual growth of several children involved in the program are included as exhibits. A bibliography lists four items. (JD)

ABSTRACT 9

EC 000 821 ED 018 020
 Publ. Date 64
 Birch, Herbert G., Ed.
Brain Damage in Children, the Biological and Social Aspects.
 EDRS not available

Descriptors: exceptional child education; learning disabilities; behavior; perception; family (sociological unit); minimally brain injured; etiology; psychological evaluation; behavior problems; family relationship; heredity; individual characteristics; educational needs; child development; neurologically handicapped; perceptual development; perceptual motor coordination; perceptually handicapped; social environment; social experience; incidence; socially deviant behavior; socialization

Papers and discussion summaries are presented from a conference on the biological and social problems of childhood brain damage held at the Children's Hospital of Philadelphia in November 1962. A variety of disciplines is represented, and the following topics are considered--(1) The Problem of Brain Damage in Children by Herbert G. Birch, (2) Brain Damage as a Cause of Behavior Disturbance in Children by

Charles Kennedy, (3) Psychological Evaluation of Children with Cerebral Damage by Leonard Diller, (4) Two Strategies for Studying Perception in Brain Damaged Children by Herbert G. Birch, (5) Behavioral Manifestations of Cerebral Damage in Childhood by Leon Eisenberg, (6) The Effect of a Brain Damaged Child on the Family by Howard R. Kelman, (7) The Social Environment and Individual Functioning by Stephen A. Richardson, and (8) Some Epidemiological Aspects of Congenital Brain Damage by Ernest M. Gruenberg. The annotated bibliography contains 369 titles in six categories--(1) the entity and its description, (2) clinical and special diagnosis, (3) characteristic mechanisms and natural history, (4) etiology--clinical, experimental, epidemiologic, (5) treatment, education, and management, and (6) reviews, overviews, and theories. This document is available from the Williams/Wilkins Company, Baltimore, Maryland, for \$5.95. (DF)

ABSTRACT 10

EC 001 180 ED 018 032
 Publ. Date Mar 67 17p.
 Beck, Joan
Minimal Brain Dysfunction.
 California Assn. Neur. Handicap.
 Child., Los Angeles
 EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; educational needs; minimally brain injured; etiology; vocabulary; clinical diagnosis; physical characteristics; psychological characteristics; incidence; medical evaluation; parent responsibility; individual needs; behavior; resources

A feature article reproduced from the Chicago Tribune delineates the major features of minimal brain dysfunction. After terminology and etiology are discussed, 10 possible symptoms and the seven aspects of a complete diagnosis are listed. Advice is given parents and others on how to help and get help for brain injured children. (DF)

ABSTRACT 11

EC 001 522 ED 018 901
 Publ. Date 67
 Barsch, Ray H.
Achieving Perceptual-Motor Efficiency, a Space-Oriented Approach to Learning. Perceptual Motor Curriculum, Volume 1.
 EDRS not available

Descriptors: exceptional child education; learning disabilities; curriculum; perception; neurologically handicapped; children; learning theories; psychomotor skills; perceptually handicapped; perceptual motor learning; perceptual development; perceptual motor coordination; auditory perception; visual perception; haptic perception; tactual perception; sensory experience; space orientation; movigenics

The first of a 3-volume perceptual motor curriculum, the book describes a program based on a theory of movement

which the author labels movigenics (the study of the origin and development of patterns of movement in man and the relationship of these movements to his learning efficiency). Ten basic constructs of movigenics are outlined, and the following topics are discussed--(1) the concept of space, (2) muscular strength, (3) dynamic balance, (4) body awareness, (5) spatial awareness, and (6) temporal awareness. The contributions of sensory modes (gustatory, olfactory, tactual, kinesthetic, auditory, visual) and the percepto-cognitive modes are explored. Also, bilaterality, rhythm, flexibility, and motor planning are considered as four components which permit man the full freedom to move. A curriculum based on the theory of movigenics and leading to movement efficiency in both physical and cognitive spheres is defined in terms of 10 guidelines. The bibliography contains about 420 entries. This document was published by Special Child Publications, Seattle Seguin School, Inc., 71 Columbus Street, Seattle, Washington 98104, for \$10.00. (DF)

ABSTRACT 12

EC 001 059 ED 018 886
 Publ. Date 65 27p.
 Hennessy, Erna
A Study of Diagnostic Services for Brain Injured Children.
 EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; minimally brain injured; children; attitudes; parent attitudes; family attitudes; siblings; parental background; medical evaluation; special classes; educational needs; clinical diagnosis; special programs; behavior problems; identification; needs; evaluation needs; special services; services; questionnaires; parent reaction; individual characteristics; child development; New Jersey

The purposes of this study were (1) to investigate the early recognition of brain injury symptoms by parents, (2) to explore the diagnostic problems and histories of brain injured children and their parents, and (3) to review the existing and needed facilities for brain injured children in New Jersey. In 1964, a questionnaire eliciting biographical data, medical history, attitudes of parents and siblings toward the brain injured child, and therapeutic needs was sent to all parents who were members of the New Jersey Association for Brain-Injured Children. The 190 returned questionnaires (55 percent) provided information about 137 boys and 53 girls, aged 4 to 21 years. Parents who returned questionnaires were above New Jersey's average in education, occupation, and economic status. Analysis revealed that the brain injured children in the sample tended to be born to older women (over 30). Speech was the most visible disability of these children, followed by faulty baby patterns, poor coordination, and slow development in general. Most learning disabilities (85 percent) were first noted at school age and over half of

the children were multiply handicapped. Parents most frequently complained about their children's behavioral problems or inability to relate to the environment. Nearly half of the parents were dissatisfied with the way their doctors presented their diagnosis. The Institute for Human Potential and other child guidance and evaluation centers had the highest reputations among parents. Most of the parents reported taking an encouraging attitude toward their children and hoping that the children would adapt to their difficulties. In all, 89 percent of the children were considered by their parents to be in good health, and most of the school aged children attended public schools. Parents felt the most important immediate need of their children was for special classes with trained teachers. Eleven references are listed. Tables and figures show statistical information obtained from the questionnaires. (JA)

ABSTRACT 13

EC 002 103 ED N.A.
 Publ. Date Oct 67 19p.
 Rubin, Eli Z.; Braun, Jean S.
Behavioral and Learning Disabilities Associated with Cognitive-Motor Dysfunction. Interim Report.
 Lafayette Clinic, Detroit, Michigan
 OEG-32-32-7545-5017
 EDRS mf,hc

Descriptors: exceptional child research; perception; emotionally disturbed; behavior; cognitive processes; cognitive tests; cognitive development; perceptual motor coordination; perceptual motor learning; psychomotor skills; basic skills; grade 1; grade 2; grade 3; grade 5; elementary grades; primary grades; testing; maladjustment; environmental influences; emotional problems

The relationship of behavioral and academic disabilities to cognitive motor dysfunction was studied in 373 children selected from grades 1, 2, 3, and 5 by a behavior checklist completed by teachers. A matched control group showed no behavior symptoms. Factor analysis of the checklist items revealed behavior indicators of poor coordination and perceptual awareness as well as antisocial and withdrawn symptoms. This disorientation factor was the first general factor among children in grade 1 and appeared with high loadings in the other grades. To test the hypothesis that maladjustment in early school years could be a secondary result of inability to meet cognitive motor demands, a battery of tests along nine dimensions (such as perception, integration, and motor control) was given to 198 maladjusted and 200 problem-free children. Control children generally obtained less than five error scores, denoting minimal cognitive perceptual motor difficulty. Scores for the experimental group were bimodal, indicating (1) a subgroup, with low dysfunction, showing primary emotional difficulties from adverse environmental influences, and (2) a subgroup, with high dysfunction, showing behavior malad-

justment secondary to problems in coping with environmental cognitive perceptual motor demands. Subgroups (1) indicated an association between cognitive motor dysfunction and academic difficulties and (2) differed significantly on the total score for behavioral maladjustment and on the sum of four items relating to disoriented behavior. Recommendations are made for identification and planning. Eight tables and figures present data. A bibliography lists 12 items. (DF)

ABSTRACT 14

EC 001 104 ED 017 102
Publ. Date 65
Schulman, Jerome L. And Others
Brain Damage and Behavior, a Clinical Experimental Study.
EDRS not available

Descriptors: exceptional child research; learning disabilities; behavior; clinical diagnosis; diagnostic tests; educational diagnosis; minimally brain injured; behavioral science research; behavior patterns; identification; identification tests; psychological patterns; testing; psychological testing; psychological tests; test construction; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children; Bender Gestalt Test; Draw a Person Test

Results are related of a study which was undertaken to attempt to answer three questions--to what extent do eight techniques commonly used to diagnose brain damage co-vary, to what extent do the various behavioral symptoms that occur with brain damage co-vary, and to what extent do the diagnostic measures, singly or in groups, predict the presence of the behavioral symptoms. The study consisted of a correlational analysis of the results of a battery of tests which were administered to 35 retarded boys aged 11 to 15 and with Stanford Binet IQ scores from 50 to 80. The battery included traditional diagnostic tests of brain damage--the Bender-Gestalt Test, the Draw-a-Person Test, the Wechsler Intelligence Scale for Children, the Stanford-Binet Intelligence Scale, a standard neurological examination, and an electroencephalogram. Also administered were tests developed to measure objectively the alleged brain damage behavioral syndrome--hyperactivity, distractibility, inconsistency, and emotional lability. Statistical analysis of data yielded these results--(1) the individual diagnostic measures were not found to be sufficiently reliable to be acceptable, (2) the diagnostic measures which were used to measure brain damage were found not to co-vary significantly but instead tended to separate into at least two loose types of measures, (3) in instances where data on reliability were available, the behavioral measures (with one exception) attained or approached acceptable reliability, (4) the variables in the behavioral syndrome clustered into meaningful groups, but the groups did not co-vary, (5) only one set of behaviors correlated significantly with both

diagnostic clusters, but that correlation was in the wrong direction. Appendixes include development of activity measure, development of distractibility tests, scoring of the Bender-Gestalt and Draw-a-Person tests, and data presented tabularly. The bibliography lists 173 items. This document was published by Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for \$7.00. (MU)

ABSTRACT 15

EC 001 120 ED 017 103
Publ. Date 66 113p.
Gordon, Sol; Golub, Risa S.
Recreation and Socialization for the Brain Injured Child.
New Jersey Assn. For Brain Injured Child., East Orange
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; recreation; ophthalmology; parent counseling; recreational programs; children; socialization; minimally brain injured; recreational activities; social recreation programs; games; program administration; perceptual motor coordination; perceptual development; primary grades; guidance; parent attitudes; adolescents; summer programs; day schools; day camp programs; program planning

Designed for parents and specialists planning therapeutically oriented recreational and socialization programs for brain injured children, this document contains 13 chapters by different authors. Activities discussed are generally noncompetitive, emphasizing structure and limit. Discussed are (1) the role of the optometrist with the inadequate learner, (2) organization and administration of recreational programs, (3) activity guides, (4) games and exercises for adolescent boys, (5) recreation and socialization activities for the adolescent girl, (6) instructional swimming programs, (7) a therapeutic recreation program, (8) organization of a summer day camp, (9) an individual and group perceptual motor training program, (10) a day school recreation program, (11) perceptual motor training for early primary grade children, (12) guidance for parents, and (13) parent counseling. Views from parents are reported. A supplement treats preschool perceptual skills and optometric visual care. Concerned organizations, resources, and a 50-item bibliography are provided along with individual bibliographies for some chapters. (JD)

ABSTRACT 16

EC 001 379 ED 017 105
Publ. Date 67
Van Witsen, Betty
Perceptual Training Activities Handbook. Teachers College Series in Special Education.
Columbia Univ., New York, New York, Teachers College
EDRS not available

Descriptors: exceptional child education; learning disabilities; perception;

perceptually handicapped; perceptual development; visual perception; auditory perception; tactual perception; haptic perception; learning activities; teaching guides

Intended for teachers and supervisors working with children who have learning disabilities, especially those related to perceptual disturbances, this document describes behavior which results from a lack of meaningful organization of perception and suggests management techniques. Activities are presented under these headings--visual training, auditory perception skills, tactile perception skills, olfactory perception skills, gustatory perception skills, and kinesthetic perception activities. Fifty-three references are listed. An appendix on paper folding describes basic folds. This document was published by Teachers College Press, Teachers College, Columbia University, New York, New York 10027, and is available for \$1.75. (JA)

ABSTRACT 17

EC 000 809 ED 314 181
Publ. Date 64 69p.
A Selective Bibliography on Brain-Damaged Children.
Woods Sch. For Exceptional Children, Langhorne, Pa.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; minimally brain injured; annotated bibliographies; adolescents; behavior; cerebral palsy; children; clinical diagnosis; diagnostic tests; etiology; neurologically handicapped; medical treatment; individual characteristics; theories; educational principles

Ranging in date from 1924 to 1963, this selective bibliography includes 317 annotated references dealing directly with the behavioral characteristics of children with cerebral dysfunction. References have appeared in journals or other sources available in university libraries. The bibliography is classified into six major divisions--(1) the entity and its description, (2) clinical and special diagnosis, (3) characteristic mechanisms and natural history, (4) etiology (clinical, experimental, and epidemiological), (5) treatment, education, and management, and (6) reviews, overviews, and theories. In each division references have been listed alphabetically by author. This document is an excerpt from *Brain-Damage in Children--The Biological and Social Aspects*, edited by Herbert G. Birch, reprinted with permission of the Association for Aid of Crippled Children. (JA)

ABSTRACT 18

EC 000 811 ED 015 588
Publ. Date Mar 66 16p.
Gordon, Sol
The Brain Injured Adolescent.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; family (sociological unit); child rearing; minimally brain injured; adolescents; behavior

problems; learning difficulties; manuals; neurologically handicapped; parent child relationship

Written for parents, this booklet describes the brain injured adolescent and the problems and experiences faced by the adolescent and his parents. Eighteen questions asked by parents of these children are discussed. The areas covered are (1) social experiences, (2) guided independence, (3) social skills, (4) success experiences, (5) leisure time activities, (6) friends, (7) television, (8) driving a car, (9) psychotherapy, (10) sex problems, (11) fantasies, (12) skill development, (13) speech repetitions, (14) sibling problems, (15) school success, (16) reverse psychology, (17) future considerations, and (18) revealing the condition to the child. This document was published by the New Jersey Association for Brain Injured Children, 61 Lincoln Street, East Orange, New Jersey 07017. (RS)

ABSTRACT 19

EC 000 823 ED 019 769

Pub. Date 63

Proceedings of the Conference on Exploration into the Problems of the Perceptually Handicapped Child (1st Annual, Chicago, Illinois, April 6, 1963). Volume I.

Fund For Perceptually Handicapped Children, Evanston, Ill.

EDRS not available

Descriptors: exceptional child education; learning disabilities; behavior; learning; educational needs; minimally brain injured; remedial instruction; educationally disadvantaged; perceptually handicapped; perceptual motor learning; conference reports; language development; cognitive processes; educational diagnosis; parent associations; language tests; taxonomy; organizations (groups); psychological characteristics; family (sociological unit); community attitudes; community services; teaching methods; socialization; environmental influences

The proceedings of a 1963 conference of the Fund for Perceptually Handicapped Children, Inc., are presented. Addresses given include Behavioral Diagnosis and Remediation of Learning Disabilities by Samuel A. Kirk, Perceptual-Motor Problems of Children by Newell C. Kephart, Two Plus Two Equals Five by Mamie Jo Jones, Emphases for the Future by Laura Lehtinen, and What Do We Mean by Learning Disorders by Helmer Myklebust. Seminars on education, psychology, social functioning and the community, and the family are previewed and reported. Also included are reports by representatives of 14 lay associations on perceptually handicapped children. A summation by Walter Goodman, Forming a National Organization, is provided. The conference management, the seminar participants and speakers, the conference program, and the persons attending the conference are listed. This document is available from the Fund for Perceptually Handi-

capped Children, Inc., Box 656, Evanston, Illinois 60204, for \$5.00. (JD)

ABSTRACT 20

EC 000 619 ED 013 002

Publ. Date 67

Delacato, Carl H.

The Diagnosis and Treatment of Speech and Reading Problems.

EDRS not available

Descriptors: exceptional child education; learning disabilities; communication (thought transfer); diagnostic tests; clinical diagnosis; neurological organization; neurologically handicapped; speech handicapped; dyslexia; minimally brain injured; neurology; neurological defects; children; adolescents; language handicaps; speech improvement; reading improvement; learning theories; lateral dominance

The basic thesis of the author is that the nervous system of man has evolved from a very simple to a very complex mechanism. Man has achieved cortical dominance wherein one side of the cortex controls the skills which separate man from other animals. This evolutionary process must be recapitulated ontogenetically or mobility and communication difficulties appear. To remedy the situation, those areas of neurological organization that are incomplete or absent must be taught to or imposed on the nervous system through adequate practice at the various levels of cortical development. The author discusses the phylogeny and ontogeny of neurological development. He relates neurological organization to brain injury and presents several diagnostic and treatment procedures for speech and reading problems. A 95-item bibliography is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for \$6.75. (RS)

ABSTRACT 21

EC 000 635 ED 013 520

Publ. Date 25 Mar 65

Rubin, Harold; Ezor, Edwin

The Brain-Injured Child. A Summary Report of the Conference on the Child with Learning Disabilities (Jersey City, New Jersey, March 25, 1965).

Jersey City State College, N. J., Spec. Educ. Dept.

New Jersey Parents Assn. Brain Injured Children

EDRS mf, hc

Descriptors: exceptional child education; educational needs; learning disabilities; minimally brain injured; diagnostic teaching; neurologically handicapped; children; identification; educational trends; individual needs; Illinois Test of Psycholinguistic Abilities; Jersey City

The basic viewpoint of this conference is that children with learning disabilities must be evaluated individually according to their specific dysfunctions and

placed in educational settings according to their individual needs. In the featured address, New Approaches in Education for the Child With Learning Disabilities; Barbara Bateman described three major types of problems of children with learning disabilities--visual-motor, auditory-vocal, and reading. In these areas, Special Education must teach skills normally learned automatically. Ideally, these children should be identified as early as possible to prevent school failure and other negative experiences. Early detection would enable teachers to take advantage of critical learning periods when certain skills are more efficiently taught than at any other time. While some children with learning disabilities need residential facilities, many do not. Individual needs should be considered. Diagnostic teaching is the recommended method with brain-injured children. This involves locating the learning difficulty and describing the problem behaviorally. Modification of this behavior then takes place. The Illinois Test of Psycholinguistic Abilities is a good diagnostic tool. Several trends in the education of children with learning disabilities are--(1) the creation of group screening tests, (2) increased focus on preventive teaching, (3) more cooperation and communication among various disciplines (although communication between teachers and researchers is lacking), (4) rapid adoption of fads, and (5) research on better questions as more attention is paid to individual needs. A 15-item bibliography is included. (RS)

ABSTRACT 22

EC 000 617 ED 014 174

Publ. Date 64

Critchley, Macdonald

Developmental Dyslexia.

EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; dyslexia; reading difficulty; adolescents; adults; children; incidence; neurology; teaching techniques; visual perception; etiology; vocabulary; clinical diagnosis; medical evaluation; educational diagnosis

Dyslexia is defined as a form of verbal amnesia in which the patient has lost the memory of the conventional meaning of graphic symbols. Developmental dyslexia has long been the subject of professional disputes in medicine, education, and psychology. The book traces the growth of knowledge about dyslexia and describes conflicting ideas as to nature and causation. A chapter tracing history and terminology is followed by chapters dealing with clinical manifestations (developmental dyslexia as a constitutional, genetically determined phenomenon), diagnosis, ophthalmological aspects, neurological aspects, and genetic properties. Estimating the size of the problem is difficult because dyslexics are sometimes lost in the general population of poor readers. The problem (estimated in different parts of the world from 5 percent to 25 percent of school children)

is considered great enough to merit special educational attention. Final chapters deal with psychiatric reactions of the dyslexic, cerebral immaturity as a possible causative factor, and educational implications. In the author's opinion, the dyslexic, properly motivated, will benefit from intensive training in a special education setting. A bibliography of 377 items is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for \$5.50. (JB)

ABSTRACT 23

EC 001 476 ED 013 523
 Publ. Date 66 70p.
 Glass, Gene V.

A Critique of Experiments on the Role of Neurological Organization in Reading Performance.

Illinois Univ., Urbana, Center For Instructional Research And Curriculum Evaluation
 EDRS mf,hc

Descriptors: exceptional child research; reading; learning disabilities; reading difficulty; neurological organization; research methodology; reading research; neurologically handicapped; reading instruction; methods research; literature reviews; children; adolescents; evaluation; C H Delacato

Fifteen empirical studies concerned with the role which neurological organization plays in the teaching and improvement of reading are analyzed. Following a review of Delacato's theory of neurological organization, each of the studies is presented with alternative interpretations of the data and with implications not acknowledged or contrary to those drawn by the original authors. Each study is analyzed in detail as to the manner of selection of subjects (the subjects who participated in almost all of the experiments reported in this paper could not be characterized as seriously neurologically disorganized), the statistical analysis of data, experimental treatment, and the implications drawn from the reported results. The author is generally critical of the studies for their lack of adherence to acceptable standards for empirical experimental design. His conclusion is that all the empirical research reported thus far has failed to produce cogent evidence that D. H. Delacato's therapy has an effect on the reading of normal subjects. In reviewing studies which contain information on the correlation of neurological organization and certain variables, the author finds that measures of neurological organization are more highly correlated with measures of nonverbal intelligence than they are with measures of reading achievement. The fifteen studies are all taken from experiments reported in three volumes written by Delacato and listed in the 35-item bibliography. (TM)

ABSTRACT 24

EC 002 565 ED 023 212
 Publ. Date 29 Mar 68 127p.

Rawson, Margaret B. Developmental Language Disability: Adult Accomplishments of Dyslexic Boys. Hood College Monograph Series, Number 2.

EDRS not available
 The Johns Hopkins Press, Baltimore, Maryland 21218 (\$5.50).

Descriptors: exceptional child research; learning disabilities; achievement; identification; family (sociological unit); gifted; heredity; dyslexia; underachievers; learning readiness; learning experience; intelligence; reading achievement; achievement rating; vocational follow-up; professional occupations; followup studies; spelling; perceptual motor coordination

A longitudinal study was made of 56 boys, a highly homogeneous group from 44 families. All had attended a regular private elementary school for at least 3 years between 1930 and 1937. All were placed in three groups according to their performance on a language learning facility scale. The lowest 20 were rated as dyslexic, with specific developmental language disability. The followup study was done in 1964 and 1965. The subjects ranged from 26 to 40 years of age, with a mean of 33.4. All had completed secondary school; 48 had earned their baccalaureate degrees; and three were still undergraduates. Mean numbers of college years completed were 5.451 (high group), 5.69 (medium group), and 6.02 (low group). All were employed and classified by Warne's Scale in Social Class in America, and the low group had the highest rating with nine in the first class, nine in the second, and one each in the fourth and fifth classes of the five classes. Twenty boys in the low group (IQ range 94 to 153) were matched with one from the other two groups (IQ range 111 to 185) by achievement in education, age, type of college, socioeconomic status, and occupation. The difference between the mean IQ's favored 14 non-dyslexic and five dyslexic boys (p less than .001). (SN)

ABSTRACT 25

EC 002 568 ED 023 213
 Publ. Date Sep 66 41p.

Kershner, John R.; Bauer, David H. Neuropsychological and Perceptual-Motor Theories of Treatment for Children with Educational Inadequacies.

Pennsylvania State Department Of Public Instruction, Harrisburg, Bureau Of Research
 EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; perception; learning; child development; learning theories; adaptation level theory; models; neurological organization; etiology; mentally handicapped; psychoeducational processes; perceptual motor learning; perceptual development; space orientation; Glenn Doman; Carl H. Delacato; Newell C. Kephart

Two divergent approaches to the treatment of children with nonprogressive

brain injury (the medical or neuropsychological and the educational or perceptual-motor) are discussed and compared by treatment rationale, models of the perceptual process, etiology, and organization theory. A guide to a comprehensive theory of development, based on stimulation of the central nervous system, is presented; and, by placing the two theories in perspective, a treatment rationale is derived from the similarities of their methods. The design of a theoretical model based on the latest neurological findings is suggested. Recommendations for research, a pilot study on the neuropsychological method, a developmental profile chart, and a 33-item bibliography are included. (DF)

ABSTRACT 26

EC 002 776 ED 023 237
 Publ. Date 21 Jun 68 384p.
 Natchez, Gladys, Ed.

Children with Reading Problems; Classic and Contemporary Issues in Reading Disability. Selected Readings.

EDRS not available
 Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 (\$8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; identification; resource materials; research reviews (publications); learning theories; personality theories; motivation; neurological handicaps; dyslexia; socioeconomic influences; clinical diagnosis; psychoeducational processes; reading skills; etiology

Intended for the student and teacher, primary source material is presented on theories and research relating to reading disability. Conflicting concepts of human development are discussed in the overview. Emotional, neurophysiological, and cultural factors involved in causation are evaluated in 18 papers, diagnostic considerations in eight, and treatment in the classroom and of children with severe reading disability in 15 papers. Twenty-six tables, 18 figures, and references are included; a 26-item bibliography is provided. (LE)

ABSTRACT 27

EC 000 812 ED 021 349
 Publ. Date 65 165p.
 Rappaport, Sheldon R., Ed.

Childhood Aphasia and Brain Damage: Volume II, Differential Diagnosis.

Pathway School, Jeffersonville, Pennsylvania

Dolfinger-McMahon Foundation, Philadelphia, Pennsylvania

EDRS mf,hc
 Livingston Publishing Company, Narberth, Pennsylvania 19072.

Descriptors: exceptional child education; learning disabilities; language handicapped; aphasia; minimally brain injured; clinical diagnosis; speech therapy; educational diagnosis; individual characteristics; child development; neurologically handicapped; perceptually

handicapped; children; conference reports; case studies (education)

Addressing itself to the factors leading to the misdiagnosis of the brain damaged child and the aphasic child, the Pathway School's Second Annual Institute considered the differences between the following: the aphasic and the aphasoid child; the sensory aphasic and the deaf child; and the psychotic aphasic child; childhood brain damage and psychogenic learning disability; brain damage and mental subnormality; active intracranial pathology and conversion hysteria; and perinatal and ongoing brain damage. Papers presented are Lillian F. Wilson's Assessment of Congenital Aphasia and Sheldon R. Rappaport's Diagnosis, Treatment, and Prognosis. Panel discussion and question-answer periods on aphasia and brain damage are transcribed; conclusions are reported; a 53-item bibliography is provided. The 10 case histories which served as discussion subjects for the Institute are given. (EB)

ABSTRACT 28

EC 000 380 ED 021 347
Publ. Date 62 95p.

West, Robert, Ed.

Childhood Aphasia.

California Society For Crippled Children And Adults, San Francisco;

Easter Seal Research Foundation, Chicago, Illinois;

Stanford University, California, School Of Medicine

EDRS mf,hc

California Society For Crippled Children And Adults, 251 Kearny Street, San Francisco, California 94108.

Proceedings Of The Institute On Childhood Aphasia (Stanford, California, September 1960).

Descriptors: exceptional child education; learning disabilities; language; language handicapped; speech therapy; aphasia; research needs; adults; children; conference reports; educational objectives; etiology; language handicaps; lateral dominance; parent responsibility; parent role; language development

A group of experts met at the Stanford Medical Center in 1960 to assist the California Society for Crippled Children and Adults in establishing guidelines for the development of services for aphasic children. Subjects discussed were language development in the normal child, neurological bases of linguistic functions, semantic aspects of childhood aphasia, causes of childhood aphasia, relationship to handedness, relationship to adult aphasia, rationale of therapy, relationship with parents, and research needs. Each chapter presents excerpts of comments made by the speakers at the workshops. A list of conference participants is included. (HK)

ABSTRACT 29

EC 001 309 ED 021 357
Publ. Date Aug 67 67p.
Best, Helen And Others

The Effect of Structured Physical Activity on the Motor Skill Development of Children with Learning Disabilities (Minimal Brain Dysfunction). Memphis State University, Tennessee EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; physical education; minimally brain injured; physical activities; motor development; skill development; tests; psychomotor skills; perceptual motor coordination; perceptual motor learning; children; special programs; Johnson Test of Motor Skill Development

Students in 24 perceptual development classes for the minimally brain injured were studied to determine the effect of structured physical activity on motor skill development, to compare this effect with the effect of unstructured activity, and to determine the effect of an increased amount of time of physical activity. The Johnson Test of Motor Skill Development was administered before and after an 8-week program. The experimental group of classes was given structured physical activities; the control group had regular play periods. Results indicated a statistically significant difference between the experimental and control groups (p less than .01) with increased motor skill development occurring in the experimental group. Schedules and diaries recording structured activities used in the experimental group are included. The Johnson Test, four tables, four illustrations, and a 19-item bibliography are provided. (LE)

ABSTRACT 30

EC 002 112 ED 021 366
Publ. Date 67 43p.

Gertz, Boris, Ed.

Educational Implications of Psychopathology for Brain-Injured Children; Lesley College Annual Graduate Symposium (3rd, Cambridge, Massachusetts, May 13, 1967).

Lesley College Graduate School Of Education, Cambridge, Massachusetts

EDRS mf,hc

Lesley College Graduate School Of Education, Cambridge, Massachusetts (\$2.00).

Descriptors: exceptional child education; learning disabilities; educational needs; minimally brain injured; hyperactivity; children; psychopathology; educational environment; curriculum planning; educational methods; symposia

The symposium report includes the text of an illustrated lecture given by William M. Cruickshank on Psychopathology and Implications for Educating Brain-Injured Children. Considered in the lecture are hyperactivity, the needs of hyperactive children, and educational setting and curriculum. Panel reactions are provided by E.F. Rabe, a pediatric neurologist; M. Schnall, a psychologist; and T.G. Devine, an educator. Also included are Cruickshank's responses to

the panel and to two questions from the floor. (DF)

ABSTRACT 31

EC 002 632 ED 022 302
Publ. Date 67 86p.

Monroe, George E.

Understanding Perceptual Differences; an Exploration of Neurological-Perceptual Roots of Learning Disabilities with Suggestions for Diagnosis and Treatment.

EDRS not available

Stipes Publishing Company, Champaign, Illinois 61820.

Descriptors: exceptional child education; learning disabilities; identification; program planning; cognitive processes; perceptually handicapped; clinical diagnosis; special classes; residential schools; individual instruction; itinerant teachers; curriculum development; taxonomy; intelligence factors; behavior patterns; instructional materials

In exploring the bases of learning disabilities, the following areas are considered: a working definition of perceptual handicaps; the relationship of perceptual handicaps to IQ; diagnosing perceptual handicaps; effective learning experiences for the perceptually handicapped child; and recommendations for developing new curricula. The appendixes list characteristic behavioral symptoms, preliminary signs and symptoms categories; steps in adequate diagnosis, six types of intraclass grouping, commercial sources for perceptual development materials, teacher developed concepts for devising materials, and associations for the help of children with learning disabilities. The bibliography lists 100 items. (MM)

ABSTRACT 32

EC 002 481 ED 022 289
Publ. Date 66 23p.

Clements, Sam D.

Minimal Brain Dysfunction in Children; Terminology and Identification. Phase One of a Three-Phase Project. NINDB Monograph Number 3.

National Society For Crippled Children And Adults, Chicago, Illinois, Easter Seal Research Foundation;

Public Health Service (DHEW), Bethesda, Maryland, National Institute Of Neurological Diseases And Blindness

EDRS mf

PHS-PUB-1415

Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.20).

Descriptors: exceptional child education; learning disabilities; identification; children; minimally brain injured; clinical diagnosis; taxonomy; evaluation criteria; projects; research reviews (publications); etiology; individual characteristics; psychological characteristics

The terminology and identification phase of a project on minimal brain dysfunction in children is described. Two subsequent phases are to deal with services and research. Included in the

first phase are the following: an introduction to the problem, history and blueprint of the project, a brief history of the concept of minimal brain dysfunction, clarification of central issues, nomenclature, symptomatology, identification of the child, diagnostic evaluation and criteria, and 124 references. Specific listings and outlines are provided for several areas. (AP)

ABSTRACT 33

EC 001 836 ED N.A.
Publ. Date 30 Nov 67 4p.
Schmitt, Earl P.

Some Considerations Regarding Dyslexia, Vision and Optometry.

EDRS not available
Optometric Weekly; V58 N48 P17-20
Nov 30 1967

Descriptors: exceptional child research; learning disabilities; visually handicapped; reading; dyslexia; optometrists; visual perception; reading difficulty; research reviews (publications)

Research on the relationship between optometry and the problems of the poor reader or dyslexic child is discussed, and studies of the influence of vision on school performance are described. Also covered are estimates of the prevalence of school children with reading difficulties; the refractive status of poor readers; the effect of anisometropia on reading performance; reading failure and visual anomalies; and dyslexia as a primary or secondary factor in emotional disturbance. Twenty-five references are given. (SN)

ABSTRACT 34

EC 001 897 ED N.A.
Publ. Date Nov 67 6p.

Nolen, Patricia A. And Others

Behavioral Modification in a Junior High Learning Disabilities Classroom.

EDRS not available
Exceptional Children; V34 N3 P163-8
Nov 1967

Descriptors: exceptional child research; learning disabilities; behavior; programmed instruction; teaching methods; junior high school students; behavior change; individualized instruction; reinforcement; skill development; academic achievement; reading; mathematics; operant conditioning

Eight students with serious learning and behavior disorders were enrolled in the junior high classroom of the University of Washington Experimental Education Unit. Completely individual programs were organized on a behavioral basis. Activities known to be highly interesting to the students served as reinforcement contingencies to reinforce academic activities. Significant academic gains occurred over the 24-week teaching period. Behavioral changes did not appear limited to accelerated academic response rates, suggesting that broader use of management techniques may be feasible. One figure and 11 references are provided. (JW)

ABSTRACT 35

EC 003 197 ED 024 197
Publ. Date Jan 68 357p.

Garrett, Edgar Ray

Speech and Language Therapy under an Automated Stimulus Control System.

New Mexico State University, Las Cruces

Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped

EDRS mf,hc
OEC-6-10-198
BR-5-0586

Descriptors: exceptional child research; programed instruction; mentally handicapped; speech therapy; learning disabilities; automation; schematic studies; aphasia; voice disorders; auditory discrimination; stimulus behavior; teaching machines; reinforcement; language handicapped; aural stimuli; articulation (speech); Templin Darley Articulation Test; Automated Stimulus Control System; ASCS

Programed instruction for speech and language therapy, based upon stimulus control programming and presented by a completely automated teaching machine, was evaluated with 32 mentally retarded children, 20 children with language disorders (childhood aphasia), six adult aphasics, and 60 normal elementary school children. Posttesting with the Templin-Darley Articulation Test showed that the Automated Stimulus Control System (ASCS) machine treatment produced non-significant results with mental retardates receiving pure tone plus M&M candy reinforcement, and significantly improved discrimination and articulation with those receiving pure tone only reinforcement (p less than .05). ASCS machine treatment produced significant changes with child aphasics (p less than .01). Following treatment, these subjects also showed improvement on the Peabody Picture Vocabulary Test, the Illinois Test of Psycholinguistic Abilities, and on word list performance. Both ASCS machine treatment and ASCS clinician-presented treatment produced significantly improved articulation with normal elementary school children (p less than .001). Adult aphasics showed no significant change, nor did retardates receiving traditional therapy. Results indicated that significant changes in functional articulation programs occurred in 20% of the time usually required by traditional therapies. (Author/SN)

ABSTRACT 36

EC 003 249 ED 024 203
Publ. Date Jun 68 241p.

Rubin, Eli Z. And Others

An Investigation of an Evaluation Method and Retraining Procedures for Emotionally Handicapped Children with Cognitive-Motor Deficits. Interim Report. Part I, Testing for Cognitive-Perceptual-Motor Dysfunction.

Lafayette Clinic, Detroit, Michigan
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-32-7545-5017
BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; perceptual motor coordination; psychomotor skills; non-verbal learning; elementary grades; visual perception; behavior; adjustment problems; eye hand coordination; maladjustment; intelligence; linguistics; performance factors; task performance; screening tests; perceptually handicapped

Using a 41-test battery of cognitive-perceptual-motor tests supplemented by standardized tests of intelligence, visual perception, eye hand coordination, linguistics, and non-verbal integration, a group of 200 maladjusted school age children from grades 1, 2, 3, and 5 was compared with a group of problem-free children similar in size, sex distribution, and other relevant characteristics. The findings supported the hypothesis that a significant percentage of maladjusted school children have serious immaturities in cognitive-perceptual-motor functioning which are associated with their behavior maladjustment and learning disorder. Two clearly distinguishable groups were found within each maladjusted grade group: a low dysfunction group of 60% who functioned well and similar to the problem-free children on cognitive motor tasks; and a high dysfunction group of 40% who were extremely low in their performance. This high dysfunction group was considered highly vulnerable to problem behavior and learning disorder, needing maximum attention at school. A major product of the research, a complete test procedure, which was refined for economical use as a screening instrument in schools, clinics, and day care centers, and which provides information useful in remedial and retraining programs, is included. The final report is also in the ERIC system. (Author)

ABSTRACT 37

EC 002 625 ED 022 301
Publ. Date 68 96p.

Bateman, Barbara D.

Temporal Learning. Dimensions in Early Learning Series.

EDRS not available
Dimensions Publishing Company, San Rafael, California 94901.

Descriptors: exceptional child education; teaching methods; instructional materials; preschool education; elementary grades; home instruction; time; time perspective; teaching guides; concept formation; child development; learning disabilities; student evaluation; evaluation methods; cognitive development; primary grades

Designed to minimize time and cost to teachers and parents, the paperback emphasizes both ideas and practical tools for teaching temporal concepts. The

concept of time is presented; the major studies of normal child development and how children come to understand time words and concepts are reviewed. Temporal disabilities (difficulties in learning the significance of sequence and time) are considered; and the evaluation of development is discussed in terms of tests. Specific suggestions are offered for teaching home, preschool, primary, and elementary school children. A bibliography annotates 61 entries; and a list gives sources and descriptions of 53 manipulative materials, two sets of programed materials, 10 filmstrips and transparencies, and 12 children's books. (DF)

ABSTRACT 38

EC 002 200 ED N.A.
 Publ. Date 66 264p.
 Crawford, John E.
Children with Subtle Perceptual-Motor Difficulties.
 EDRS not available
 Stanwix House, 3020 Chartiers Avenue,
 Pittsburgh, Pennsylvania 15204.

Descriptors: exceptional child education; learning disabilities; identification; behavior; children; perceptual motor coordination; minimally brain injured; perceptually handicapped; pathology; clinical diagnosis; diseases; neurological defects; teacher role; physicians; parent counseling; medical treatment; neurology; individual characteristics; emotional problems; physiology; etiology; biochemistry; medical evaluation; check lists

In order to help teachers and others recognize perceptual-motor-expressive difficulties early enough to help children through appropriate remedial techniques, the text describes several children who illustrate the broad syndrome and differentiates among these children in clinical characteristics, organic signs, and behavior. Also considered are advances in diagnosis, the role of the teacher, identifying signals which the teacher can discern, emotional complications, and the effects of misunderstanding. Endocrine dysfunctions and brain and central nervous system dysfunctions are discussed, along with the role of the neurologist in diagnosis, clinical facets of the children, pharmacotherapy aids, parent therapy, early recognition, and possible breakthroughs. Thirty-eight illustrations, a list of 37 books recommended for teachers, and a glossary of 92 items are provided. (DF)

ABSTRACT 39

EC 000 469 ED N.A.
 Publ. Date 64 31p.
 Spivack, George
Devereux Research Programs; A Summary.
 Devereux Foundation, Devon, Pennsylvania, Devereux Schools And Communities
 EDRS not available

Descriptors: exceptional child research; learning disabilities; emotionally disturbed; mentally handicapped; educational research; behavioral science re-

search; educational programs; minimally brain injured; perception; self control; behavior rating scales; cognitive measurement; child rearing; academic achievement; physical fitness; research reviews (publications); Devereux Child Behavior Rating Scale; Devereux Foundation

The history of the Devereux Foundation is related, and its programs and planned publications are explained. Forty-four research studies are annotated in the following areas: perception in brain damaged children, the nature of self control, the Devereux Child Behavior Rating Scale, measurement of thinking style, child rearing attitudes, academic achievement and teaching aids, minimum muscular fitness and endurance (physical fitness), and art as a therapeutic tool. (JA)

ABSTRACT 40

EC 000 942 ED N.A.
 Publ. Date 67 8p.
 Joanne Marie, Sister
Evaluation: A Diagnostic-Remedial Approach.

Cardinal Stritch College, Milwaukee, Wisconsin, Special Education Department

EDRS not available
 Special Education; V41 N3 P35-42 1967

Descriptors: exceptional child education; learning disabilities; teaching methods; tests; language development; cognitive processes; reading; reading difficulty; reading diagnosis; diagnostic tests; children; psycholinguistics; educational diagnosis; language tests; Illinois Test of Psycholinguistic Abilities; ITPA

Steps in the diagnostic-remedial process include gathering of data for diagnosis, analyzing of symptoms, and determining of the nature and extent of correlated disabilities. Influential in the diagnostic remedial approach to learning disabilities is the Illinois Test of Psycholinguistic Abilities (ITPA), for children aged 2 1/2 to 9, which has nine subtests assessing specific psycholinguistic areas. Its use as a screening and evaluation instrument and as an aid to remedial programming is demonstrated by the case histories and ITPA profiles of three children. Two questions of technique are raised: whether to teach the child's strengths or his weaknesses and what to teach once the method is determined. A bibliography cites 12 items. (JD)

ABSTRACT 41

EC 002 552 ED N.A.
 Publ. Date Jul 67 6p.
 Kirshner, A. J.
A Comparison of Eye Movement and Eye-Hand Co-ordination Scores between Normal School Children and Perceptually Handicapped.
 American Optometric Association, St. Louis, Missouri
 EDRS not available
 Journal Of The American Optometric Association; V38 N7 P561-6 Jul 1967

Descriptors: exceptional child research; learning disabilities; perception; eye

movements; eye hand coordination; perceptually handicapped; neurological organization; tracking; psychomotor skills; cognitive processes; nonverbal learning; behavioral science research; research reviews (publications); perceptual motor learning; eye fixations

Four hundred perceptually handicapped children and 400 normal children aged 6 to 17 years, with an IQ range of 90 to 140 for verbal scores and 60 to 115 for performance scores, were tested for ocular control by the Kirshner Dynamic Acuity Test and eye-hand coordination by the Kirshner Eye Hand Test. Results showed a significantly positive relationship between eye movements and eye-hand coordination and perceptual disability (p equals .01). In addition, a review of studies on motor and perception, neurophysiology of the oculomotor system with animals, and afferent-efferent integration indicated extensive brain representation of eye movements. It was concluded that behavioral difficulties may be caused by some dysfunction of the oculomotor system. (LE)

ABSTRACT 42

EC 001 948 ED N.A.
 Publ. Date 66 120p.
 Rappaport, Sheldon R., Ed.
Childhood Aphasia and Brain Damage; Volume III, Habilitation.
 Pathway School, Norristown, Pennsylvania
 Dolfinger-McMahon Foundation
 EDRS not available
 The Pathway School, Box 181, Norristown, Pennsylvania 19404.

Descriptors: exceptional child education; learning disabilities; educational programs; neurologically handicapped; language handicapped; aphasia; minimally brain injured; clinical diagnosis; psychological tests; communication (thought transfer); teaching methods; communication problems; visual perception; visualization; motor development; electroencephalograms; child development; conceptual schemes; language development; interdisciplinary approach

The scope, complexity, and basic principles of an effective habilitation program for brain injured children are considered. Sheldon R. Rappaport discusses the adult-child relationship and the adult's responsibility for providing structured learning experiences. The assessment of brain damaged children by Homer B.C. Reed includes some psychological tests; a language program for aphasic children is presented by Lillian F. Wilson. Gerald N. Getman describes the role of the visuomotor complex in learning, and Daniel Silverman considers the application of electroencephalography to the study of neurologically impaired children. Three discussions of presentations and concluding remarks by Dr. Rappaport are included. (DF)

ABSTRACT 43

EC 001 737 ED 023 201
 Publ. Date 67 95p.

Cratty, Bryant J.
Developmental Sequences of Perceptual-Motor Tasks, Movement Activities for Neurologically Handicapped and Retarded Children and Youth.

EDRS not available
Educational Activities, Inc., P. O. Box 392, Freeport, New York 11520 (\$2.95).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; physical education; teaching methods; educable mentally handicapped; trainable mentally handicapped; mongolism; children; neurologically handicapped; adolescents; physical fitness; physical activities; games; sequential learning; curriculum guides; development; perceptual motor coordination

Intended for special education and physical education teachers, the handbook presents selected developmental sequences of activities based on the analysis of perceptual motor characteristics of groups of retarded and neurologically handicapped children. Four classifications of children and their perceptual motor characteristics are discussed: the trainable retarded, the educable retarded, mongoloids, and the neurologically handicapped. Teaching guidelines are given for presentation of motor activities, and specific programs are outlined for evaluation and graded development. Areas covered are body image (perceptions of the body and its position in space), balance, locomotion, agility, strength and endurance plus flexibility (fitness), catching and throwing balls, manual abilities, and moving and thinking. The importance of the initial evaluation of children in program planning is reviewed, and model programs for the four classifications of children are outlined. A glossary and a 123-item bibliography, which includes sources of games and similar activities, are provided. (SB)

ABSTRACT 44

EC 001 786 ED 024 163
Publ. Date Apr 67 113p.
Sapir, Selma G.

A Pilot Approach to the Education of First Grade Public School Children with Problems in Bodily Schema, Perceptual-Motor and/or Language Development. Final Report.

Columbia University, New York, New York, Teachers College;
Union Free School District Number 1, Scarsdale, New York

Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-42-0280-6005
BR-6-8275

Descriptors: exceptional child research; learning disabilities; perception; language; teaching methods; grade 1; visual perception; language development; academic achievement; auditory perception; discrimination learning; perceptual motor learning; expressive language; experimental programs; perceptual development; screening tests; sensory integration; experimental teaching

Fifty-four kindergarten children were screened with the Sapir Developmental Scale to highlight deficiencies in bodily schema, perceptual motor skills, and language development, and were matched in groups of three by score, chronological age, and sex with one of the three acting as control. Three first grade classes were organized as follows: one experimental with 12 deficit children using a deficit centered training curriculum; one experimental with 24 normal children using a traditional curriculum; one control with six deficit children and 12 normal children using a traditional curriculum. The children were given a battery of psychodiagnostic tests in the fall and spring of the first grade. The results clearly favored the deficit children in the experimental class with significant differences in mean change in Wechsler Intelligence Scale for Children scores (p equals .05), visual perception and language functioning (p equals .01), and in perceptual motor skills (p less than .05). Important changes were also noted for the same groups in auditory-visual integration and visual perception, and in language development, particularly in expressive areas. Little difference was seen in the measurement of academic achievement. Performance favored the normal experimental group but without significant differences. (Author/SN)

ABSTRACT 45

EC 002 495 ED 024 170
Publ. Date Dec 66 44p.

Anderson, William W. And Others
The San Mateo County Pilot Study of Neurologically Handicapped Children.

California Association For Neurologically Handicapped Children, Santa Ana, Orange County Chapter
EDRS mf,hc

California Association For Neurologically Handicapped Children, Orange County Chapter, P. O. Box 1592, Santa Ana, California 92702 (\$1.25).

Descriptors: exceptional child research; learning disabilities; identification; minimally brain injured; neurologically handicapped; children; pilot projects; special programs; admission (school); academic achievement; academic failure; special classes; medical evaluation; etiology; classroom environment; admission criteria; San Mateo County; California

Of 27 children considered educationally handicapped (EH) who were screened by a psychological-medical team, 24 were eligible for a special pilot class for neurologically handicapped (brain damaged) children. Eight children were placed in the special class and made consistently greater gains in IQ scores, academic skills, and general behavior than the 14 remaining in regular classrooms. The multi-author report of the program provides a summary and background information, results, and a neurological appraisal of the hyperkinetic child. Also described are suggested envi-

ronment, basic philosophy, and a guide for screening applicants for special programs and classes for EH children. References, illustrations, and forms are included. (MK)

ABSTRACT 46

EC 003 530 ED 025 894
Publ. Date Sep 67 101p.

McGrady, Harold J.; Olson, Don A.
Visual and Auditory Learning Processes in Normal Children and Children with Specific Learning Disabilities. Final Report.

Northwestern University, Evanston, Illinois

Office Of Education (DHEW), Washington, D. C., Bureau Of Research

EDRS mf,hc
OEG-3-6-062549-1752
BR-6-2549

Descriptors: exceptional child research; learning disabilities; perception; testing; psychoeducational processes; visual perception; sensory integration; visual discrimination; verbal tests; auditory perception; auditory discrimination; predictive ability (testing); response mode; age differences; average students

To describe and compare the psychosensory functioning of normal children and children with specific learning disabilities, 62 learning disabled and 68 normal children were studied. Each child was given a battery of 13 subtests on an automated psychosensory system representing various combinations of auditory and visual intra- and intersensory conditions for verbal, nonverbal-nonverbal, and nonverbal-social stimuli. Comparisons were made between the normal children and the two types of learning disability groups (a school learning disability group and a clinic learning disability group). Two age groups of children were considered: 8-year-olds and 9-year-olds. The clinic learning disabilities appeared to have more acute disorders as a group than the school-derived population of learning disabilities. They made significantly more errors on verbal psychosensory functions, regardless of the sensory conditions. In addition, the 9-year-old group displayed significant problems of an auditory intrasensory nature. There was a generalized failure of the clinic learning disabilities to perform the tasks with speed equivalent to their comparison groups. The use of response time criteria seemed encouraging as an area for future investigation but test batteries need revision as items may have been too easy. (Author/RP)

ABSTRACT 47

EC 003 036 ED 025 875
Publ. Date 67 23p.

Report on Operation and Results of Special Educational Programs for Educationally Handicapped Minors.

California State Department Of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; state programs; ed-

ucational needs; administration; legislation; program evaluation; program improvement; inservice teacher education; financial support; educational finance; student transportation; special classes; personnel needs; academically handicapped; state surveys; educational facilities; teacher education; California

In the school year 1966-67, 283 districts in California (24% of all districts) serving 77% of the state's school children offered special classes for 16,307 educationally handicapped minors, 0.38% of the total school population. Upon a listing of both favorable areas and problems, recommendations were made to provide a current apportionment of state funds for all handicapped programs; initiate a grant program for teacher training in special education; evaluate current provisions of the school housing aid to exceptional children; provide state reimbursement for excess expenses (equitable funding of learning disabilities groups and extraordinary transportation costs); make a study of manpower needs of teaching exceptional children, including assessment of the capabilities and programs of colleges and universities; and extend the services of state and county departments of education to provide coordination and development of inservice training and and consultation to teachers and programs for the educationally handicapped. Five appendixes give charts and tables on program growth, enrollment, and sources of teachers. (SN)

ABSTRACT 48

EC 003 486 ED 025 892
 Publ. Date 31 Aug 68 205p.
 Rarick, G. Lawrence; Broadhead, Geoffrey D.
The Effects of Individualized versus Group Oriented Physical Education Programs on Selected Parameters of Development of Educable Mentally Retarded and Minimally Brain Injured Children. Final Report.
 Wisconsin University, Madison, Department Of Physical Education
 Office Of Education (DHEW), Washington, D. C.;
 Joseph P. Kennedy, Jr., Foundation, Washington, D. C.
 EDRS mf, hc
 OEG-0-8-071097-1760
 BR-7-1097

Descriptors: exceptional child research; mentally handicapped; art; learning disabilities; physical education; minimally brain injured; behavior change; social development; motor development; emotional development; intellectual development; individualized instruction; group instruction; elementary school students; educable mentally handicapped; age differences; physical activities; sex differences

The investigation examined the role of physical activity programs in the modification of the motor, intellectual, social, and emotional development of educable mentally retarded children and minimal-

ly brain injured children. Forty-nine classes of children (275 educable mentally retarded and 206 minimally brain injured) participated in 20 weeks of instructional programs. Classes were randomly assigned to one of four treatments: two were physical education programs (one individually oriented, the other group oriented); one was an art program (Hawthorne effect); the fourth, a control (usual program). A battery of 32 tests was administered prior to and at the end of the experiment. Children in the special experimental programs elicited greater positive changes in their motor, intellectual, and emotional behavior than those in the control program. Of the special programs, the physical education programs were superior in modifying motor performance, the art program in altering emotional behavior, and neither was superior in modifying intellectual behavior. The individually oriented physical education program elicited greater gains than the group oriented program in measures of motor, intellectual, and emotional behavior. Positive behavior changes occurred more frequently in the older than younger, more often in the brain injured than the retarded, and more frequently in the boys than the girls. (Author)

ABSTRACT 49

EC 003 107 ED 003 854
 Publ. Date 64 22p.
 Lewis, Edward R.
Initial Teaching Alphabet (I.T.A.) for Instruction of Reading Disability Cases.
 San Jose State College, California
 Office Of Education (DHEW), Washington, D. C.
 EDRS mf, hc
 CRP-S-145

Descriptors: exceptional child research; reading; learning disabilities; teaching methods; instructional materials; remedial reading clinics; reading materials; methods research; reading failure; reading instruction; reading development; comparative analysis; remedial reading; comparative education; foreign countries; orthographic symbols; initial teaching alphabet; San Jose; California; England

British experimental usage of Initial Teaching Alphabet (ITA) materials and procedures for instruction of reading disability cases was studied to determine if ITA methods and materials could be similarly used in a San Jose reading clinic. The investigator made observations in England of quality, format, concepts, and use of language in the ITA material. Findings were discussed under nine categories: ITA materials, pupil selection for ITA remedial work, remedial techniques with ITA, individual or group methods for use with ITA, phonetic or whole word approaches, diagnosis in ITA remediation, the use of supplementary materials, extent of teacher training, and ITA and the reading clinic. Generally ITA has had beneficial effects with children when a histo-

ry of reading failure has existed. It was concluded that ITA materials available in England could be used in the United States with minor modifications in isolated books. However, additional materials which are not yet available in England include high interest, transitional, skill building, and supplementary materials, as well as ITA reading manuals. (JM)

ABSTRACT 50

EC 002 228 ED N.A.
 Publ. Date Feb 68 5p.
 Lyle, J. G.; Goyen, Judith
Visual Recognition Developmental Lag, and Strophosymbolia in Reading Retardation.
 Sydney University, Australia
 EDRS not available
 Journal Of Abnormal Psychology; V73
 N1 P25-9 Feb 1968

Descriptors: exceptional child research; learning disabilities; reading; perception; reading readiness; reading research; reading difficulty; visual discrimination; retarded readers; visual measures; visual perception; visual stimuli; age differences; task performance; grade 2; grade 3; achievement

Performance on visual recognition tasks was studied in 20 retarded and 20 adequate readers (second and third grade children with normal intelligence). Three sets of stimuli, consisting of 15 letters of the alphabet, 15 lines which were simpler in form than letters, and 15 two-dimensional line drawings representing the contours of four-letter words, were projected tachistoscopically under immediate, delayed, and sequential conditions of visual recognition. Subjects responded by pointing to the appropriate response card. Analyses of variance revealed the following: the retarded readers performed less well than did the adequate readers on all three sets of stimuli and conditions; the retarded and adequate readers differed more at the younger ages; and the retarded readers committed more rotations and reversals of letters on the reading test, but not on the tachistoscopically presented stimuli. (KH)

ABSTRACT 51

EC 002 273 ED N.A.
 Publ. Date Mar 68 14p.
 Doehring, Donald G.
Picture-Sound Association in Deaf Children.
 Canadian Department Of National Health And Welfare
 EDRS not available
 PHRG-604-7-507
 Journal Of Speech And Hearing Research; V11 N1 P49-62 Mar 1968

Descriptors: exceptional child research; aurally handicapped; programed instruction; perception; learning disabilities; learning; deaf; audiovisual aids; auditory discrimination; auditory visual tests; aural stimuli; auditory perception; nonverbal learning

To assess nonverbal auditory perception in deaf children, programed instruction in picture-sound association was given to 26 deaf children (aged 4 to 10), 20 hearing children with learning disorders (aged 7 to 15), and 18 normal children from day nurseries (aged 4 to 6). Twelve tape-recorded meaningful nonverbal sounds taken from the Sights and Sounds auditory program were presented in conjunction with three pictures on a viewing-response device, and the subject was required to match sounds and pictures. The criterion of learning was set at no more than three errors per session or one error for any given sound. Nineteen deaf children reached the criterion of learning in one to 11 sessions. All but two of the children with learning disorders learned on the first session, and 13 of the children learned in from one to six sessions. Individual performances among deaf children were somewhat related to age, hearing loss, and aided hearing ability, but not to teacher rated intelligence. Results of the study suggested that deaf children may benefit from auditory nonverbal perceptual training. (JB)

ABSTRACT 52

EC 002 274 ED N.A.
 Publ. Date Mar 68 8p.
 Pizzamiglio, Luigi; Black, John W.
Phonic Trends in the Writing of Aphasic Patients.
 Ohio State University, Columbus, Research Foundation;
 Catholic University Of Sacred Heart, Rome, Italy
 Vocational Rehabilitation Administration (DHEW), Washington, D. C.
 EDRS not available
 VRA-RD-1184-S
 Journal Of Speech And Hearing Disorders; VII N1 P77-84 Mar 1968

Descriptors: exceptional child research; tests; learning disabilities; language handicapped; adults; students; structural linguistics; phonics; phonetics; patterned responses; speech pathology; aphasia

To relate the responses of aphasic individuals in a letter-prediction task to characteristics of the letters in a word, an analysis was made of errors in predictive responses of 18 aphasic patients who typed words to complete eight sentences lacking the final word, and typed the names of 10 pictures displayed manually. The instrument used was the Language Retrieval Unit (consisting of a teletype typewriter, punched tape, and a manual external keyboard) which provided a predetermined amount of verbal material free, allowed the operator to predict the remaining material, and guided him to the correct responses, space by space. Errors were analyzed with respect to probability of letters, phonetic type, and locus in word. The following results were noted: incorrect predictions were in keeping with relative frequencies of letters in the English language (rank order correlation between expected frequencies concentrated and the obtained data was r equals 0.86);

vowels were usually predicted where appropriate; letters pronounced with less sound pressure levels were less likely to be incorrectly predicted; and the most frequent errors occurred in medial position in the words. The two major causes of errors were perseveration on recently used letters and anticipation of letters on the remainder of the word. (JB)

ABSTRACT 53

EC 002 137 ED 026 757
 Publ. Date Apr 63 144p.
An Exploratory Study of Children with Neurological Handicaps in School Districts of Los Angeles County.
 Los Angeles County Superintendent Of Schools, California
 EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; grouping (instructional purposes); neurologically handicapped; sex differences; minimally brain injured; clinical diagnosis; special classes; attendance; regular class placement; parent participation; intelligence tests; student evaluation; academic achievement; teacher attitudes; student attitudes; medical evaluation

A 6-year field study project was undertaken to try out some patterns of special education with neurologically handicapped children. Three phases emphasized these objectives: feasibility, class size, pupil safety, approval, incidence, referral, diagnosis, placement, curriculum, treatment, evaluation, teacher qualifications, parent reactions, expansion, demonstration, and research. In phase 2, 116 neurologically impaired children were placed in either special (64) or regular (52) classes. The special class group generally contained older (1/2 year) and more severe cases; boys outnumbered girls 7 to 1. After a 3-year attendance in a special class, 12 students were recommended for return to regular class (out of 19) while 15 out of 19 children in the regular classes were felt to need special class placement. Steady attendance for 2 years was in favor of special class students (86% to 40.4%). Parents of children in special classes attended meetings concerning their children more frequently than parents of regular class children (52% to 7%). Special class students seemed favored in the few cases of academic comparison although the children were about 3 years academically retarded. Recommendations were made for future research. (RP)

ABSTRACT 54

EC 002 930 ED 026 767
 Publ. Date 68 166p.
 Mallison, Ruth
Education as Therapy; Suggestions for Work with Neurologically Impaired Children.
 EDRS not available
 Special Child Publications, Seattle, Washington (\$3.50).

Descriptors: exceptional child education; learning disabilities; educational

therapy; educational diagnosis; neurologically handicapped; behavior; program development; home programs; preschool children; individualized instruction; play therapy; art therapy; family (sociological unit); parent participation; interpersonal relationship; instructional materials; behavior change

Educational therapy and the procedures for use with neurologically impaired children are discussed. Areas considered are educational evaluation, including information from parents, the actual evaluation, and interpretation of the results; and program planning, including home training of the preschool child and ways in which the child's behavior may be influenced. A discussion of how and when academic work is to be introduced treats the following topics: adapting for a child with a communication disorder, reaching a withdrawn child, and influencing a child's feelings. The role of imaginative drawings and play in educational therapy are described. Related topics mentioned are carry over of therapy to life, implications for older children, interaction with siblings, parents' role in therapy, letter writing, termination of therapy, and definition of educational therapy. A list of 47 selected readings is included. (DF)

ABSTRACT 55

EC 003 388 ED 026 780
 Publ. Date 28 Oct 68 203p.
 Cruickshank, William M. And Others
The Preparation of Teachers of Brain-Injured Children. Syracuse University Special Education and Rehabilitation Monograph Series 8.
 National Institute Of Mental Health (DHEW), Bethesda, Maryland;
 Syracuse University, New York
 EDRS not available
 MH-7559
 Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$6.50).

Descriptors: exceptional child research; learning disabilities; teacher education; curriculum; teaching methods; course organization; school systems; graduate study; teacher improvement; followup studies; teacher evaluation; controlled environment; minimally brain injured; perceptually handicapped; program evaluation; masters degrees; administrator attitudes; demonstration programs

To prepare teachers to work with brain injured and hyperactive children, a training program leading to a master's degree was developed. Forty-seven teachers, chosen by their school systems, took both foundation and specialization courses and participated in a seminar which included study of theories and methods, collateral reading, projects, preparation of pre-academic materials, and activities related directly to children. Teachers also participated in staff meetings, the administrators' seminar, and field experiences. A demonstration class of eight boys (aged 7 to 13) served as a focal point for discussion; room modification and teaching methods fol-

lowed the concepts of Strauss and Lehtinen. Followup studies were done of all teacher graduates: 33 were employed to teach brain injured children and seven to teach the emotionally disturbed. Beyond familiarity with similar concepts and knowledge of certain materials and skills, there were major differences in the way the teachers used their training. Previous training and experience, personality, reasonable disagreement, and attitude of the local school system were factors influencing adoption of the suggested methods. Results indicated that local school systems should be more basically involved in the training process. (RP)

ABSTRACT 56

EC 003 479 ED 026 788
 Publ. Date 01 Sep 68 11p.
 Semmel, Melvyn I. And Others
The Brain as a Mixer, I. Preliminary Literature Review: Auditory Intergration. Studies in Language and Language Behavior, Progress Report Number VII.
 Michigan University, Ann Arbor, Center For Research On Language And Language Behavior
 Office Of Education (DHEW), Washington, D. C., Bureau Of Research
 EDRS mf,hc
 OEC-3-6-061784-0508
 BR-6-1784

Descriptors: exceptional child research; aurally handicapped; neurological defects; identification; audition (physiology); aural stimuli; sensory integration; clinical diagnosis; auditory perception; auditory tests; auditory discrimination; neurology; minimally brain injured; neurologically handicapped; learning disabilities; research reviews (publications); perception

Methods to evaluate central hearing deficiencies and to localize brain damage are reviewed beginning with Bocca who showed that patients with temporal lobe tumors made significantly lower discrimination scores in the ear opposite the tumor when speech signals were distorted. Tests were devised to attempt to pinpoint brain damage on the basis of auditory tests; Jerger found that both temporal lobe tumors and brain-stem damage could lead to the same results on the tests. Bocca suggested delivering different signals to the two ears to assess the integration or binaural summation of the central neural system. Matzker suggested two individually meaningless sounds presented simultaneously, one to each ear; a normal system would apparently integrate sounds better. Studies by Bocca, Jerger, Scamache-Longo, Forster, Matzker, Harris, and Hayashi indicated that subjects with organic symptoms showed poorer intergration than subjects without these symptoms; however, it was not clear where binaural integration took place. Conclusions were that Matzker's procedure is probably inadequate as a general test to localize brain damage. More research is indicated as the technique shows promise for study-

ing an organism's binaural integration abilities. (RP)

ABSTRACT 57

EC 001 367 ED N.A.
 Publ. Date 67 9p.
 Zedler, Empress Y.
A Screening Scale for Children with High Risk of Neurological Impairment.
 Southwest Texas State College, San Marcos, Department Of Special Education
 EDRS not available
 The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, \$2.50).
 Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 20-8.

Descriptors: exceptional child research; learning disabilities; identification; screening tests; neurologically handicapped; neurological defects; underachievers; medical evaluation; psychological evaluation; conference reports; predictive ability (testing)

A study was made to determine whether children with risk of neurological impairment can be selected for medical examination through psychological screening of a scholastically underachieving population. A sample of 83 boys and 30 girls (mean IQ 98.06, mean age 10.06 years) was drawn from a population of 603 underachievers in public schools. The experimental psychological screening provided two scores: a protocol detector score and a Wechsler Intelligence Scale for Children differences score. Subjects were examined by a medical panel and scored on 61 items, which were part of the medical examination index. The original 119 protocol items were reduced to 45 by appropriate statistical procedures. The procedures were found to have some sensitivity in measuring the risk of minimal neurological impairment. Among the behavioral clues which were found to be significant detectors of the risk of neurological impairment were the following: orofacial movements and expressions, pretest responses, disorders in motor behavior, left-right relationships, responsiveness, retention and recall, disorders of speech and the understanding of speech, and the use of excessive words (p equals .01). (DF)

ABSTRACT 58

EC 001 369 ED N.A.
 Publ. Date 67 13p.
 Bannatyne, Alex
The Etiology of Dyslexia and the Color Phonics System.
 Illinois University, Urbana, Institute For Research On Exceptional Children
 EDRS not available
 The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, \$2.50).

Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 67-79.

Descriptors: exceptional child education; reading; learning disabilities; dyslexia; etiology; conference reports; taxonomy; communication (thought transfer); neurological defects; memory; lateral dominance; emotional problems; parent child relationship; heredity; genetics; testing; neurological organization

Dyslexia is classified by cause and type: primary emotional (communicative causes), minimal neurological dysfunction, genetic dyslexia, and social, cultural, or educational deprivation. The first three species of dyslexia are further divided into subspecies, with most attention paid to genetic dyslexia, its background, the problem of dominance, and lateralization. Neurological plasticity and memory are discussed; research evidence is reviewed from four studies. The color phonics system is mentioned. (JD)

ABSTRACT 59

EC 001 370 ED N.A.
 Publ. Date 67 18p.
 Money, John
The Laws of Constancy and Learning to Read.
 Johns Hopkins University And Hospital, Baltimore, Maryland
 National Institute Of Child Health And Human Development (DHEW), Bethesda, Maryland;
 Public Health Service (DHEW), Washington, D. C., Bureau Of State Services
 EDRS not available
 The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, \$2.50).
 Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 80-97.

Descriptors: exceptional child education; learning disabilities; perception; reading; neurologically handicapped; perceptually handicapped; dyslexia; heredity; anomalies; cerebral dominance; conference reports; Turners Syndrome

The process involved in reading disability and a specific type of learning disability are discussed. The laws of object, directional, and form constancy are explained, and the problems of mixed dominance (left-right discrimination) and hemispheric dominance for language are considered. Intersensory transfer is also discussed. Turner's Syndrome (occurring in girls who have 45 chromosomes and an X chromosome missing as the result of a genetic accident) is next presented. Research showing partial spaceform blindness, difficulties with directional sense, and relatively low nonverbal IQ is reviewed, and the finding that the girls were not dyslexic is considered. (DF)

ABSTRACT 60

EC 001 371 ED N.A.
 Publ. Date 67 16p.

Crawford, Grace

A Plan for Education: The Pre-School Years.

Aphasoid School, Birmingham, Alabama

EDRS not available

The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, \$2.50).

Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 125-40.

Descriptors: exceptional child education; learning disabilities; preschool children; perception; program planning; perceptually handicapped; case studies (education); student evaluation; preschool education; parent participation; scheduling; aphasia; sensory training

The development of a class for perceptually handicapped preschool children is described. In the fall of 1965, after a 3-week pilot class in May, four pupils from 3 1/2 to 5 1/2 years were admitted to the program. Each was examined by a medical team and received psychological, neurological, psychiatric, pediatric, and speech and hearing evaluations. Information from the evaluations is given about each of the three who remained in the program, and the daily program is discussed. The progress of each child after five months is shown by followup evaluations and parent progress reports. Appendixes provide the daily schedule at the outset, a revised schedule, a body parts game, a list of materials used by the preschool class, and a beginning language outline. (DF)

ABSTRACT 61

EC 001 372 ED N.A.
 Publ. Date 67 19p.

McLeod, John

Psychological and Psycholinguistic Aspects of Severe Reading Disability in Children; Some Experimental Studies.

Queensland University, Australia, Remedial Education Centre

EDRS not available

The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, \$2.50).

Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 186-205.

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; visual perception; reading tests; primary grades; conference reports; redundancy; psycholinguistics; auditory perception; testing; test validity; Dyslexia Schedule

The concept of redundancy in language (oral and written) and the development

of the new science of psycholinguistics is presented as background material for a discussion of the identification and remediation of dyslexia. A tachistoscopic presentation of printed letter sequences of three different orders of approximation to English was given to a group of 23 dyslexic children (equivalent to Grade 1 in the United States) in Grade 2 in Brisbane, Australia, and a normal control group (randomly selected). The control group was significantly superior at all three levels of approximation (p equals .001). Additional studies found no difference in discrimination (Wepman Test of word pairs) between the dyslexic children and the superior scoring controls. Results indicated that failure to read in children with dyslexia is due to failure to process redundant visual linguistic signals. Implications for further study of remediation techniques are given; screening test, the Dyslexia Schedule, which was developed to discriminate between dyslexic children and others is described; and studies on spelling ability, vowel and consonant substitutions, and articulation are mentioned. An appendix contains the Dyslexia Schedule discriminating items. (DF)

ABSTRACT 62

EC 001 373 ED N.A.
 Publ. Date 67 16p.

Connors, C. Keith

Information Processing in Children with Learning Disabilities and Brain Damage: Some Experimental Approaches.

Johns Hopkins University School Of Medicine, Baltimore, Maryland
 National Institute Of Mental Health (DHEW), Bethesda, Maryland
 EDRS not available

The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, \$2.50).

Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 206-21.

Descriptors: exceptional child research; learning disabilities; communication (thought transfer); cognitive processes; minimally brain injured; information processing; information systems; systems analysis; systems approach; conference reports; learning processes; thought processes

A systems analysis approach to the study of brain damaged children and several experiments exploring problems of learning disability are described. The mechanisms that must be present in a child to allow him to process information in a given task are considered, and human information processing is presented. Results of experiments investigating the information scanning mechanism (intracensory) are given and reveal that the more information there is to be dealt with, the longer the learner samples or scans the information available to him. The performances of brain in-

jured, culturally deprived normal, and emotionally disturbed children are discussed. Studies of short term memory, long term memory, coding rules, and information processing which are being planned and conducted are mentioned. A discussion of tests of separate functions indicates that they are likely to be useless because of the interrelationship of various information processing mechanisms. The need for refined measurement which quantifies in meaningful units is stated. Nine figures present data arrived at and equipment used. (DF)

ABSTRACT 63

EC 002 278 ED N.A.
 Publ. Date Feb 68 11p.

Eisenson, Jon

Developmental Aphasia: A Speculative View with Theapeutic Implications.

Stanford University School Of Medicine, Palo Alto, California

EDRS not available

Journal Of Speech And Hearing Disorders; V33 N1 P3-13 Feb 1968

Based On A Paper Presented At Convention Of American Speech And Hearing Association (Washington, D. C., 1966).

Descriptors: exceptional child education; learning disabilities; cognitive processes; perception; language; behavior patterns; pathology; cerebral dominance; lateral dominance; neurological organization; aphasia; articulation (speech); auditory perception; memory; auditory discrimination; language handicapped

Developmental, linguistic, and behavioral manifestations of aphasia are listed; the language acquisition of aphasic and normal children is compared; and characteristics of the child with developmental aphasia are described. The following causes are discussed: a defective storage system for speech signals, impairment of discrimination and perception of phonemes in context, difficulty in receiving and processing auditory signals at a normal rate, and impairment in sequencing found in clinical observations. Productive impairment and the relationship of sequencing and perception to language are examined, and a unitary explanation for comprehension and production impairments on the basis of left cerebral lobe pathology is given. Perceptual defenses and counter defenses are also mentioned. (SN)

ABSTRACT 64

EC 002 554 ED N.A.
 Publ. Date Jun 67 10p.

Friedman, Nathan

Fixation Stress; A Cause of Retarded Reading.

American Optometric Association, St. Louis, Missouri

EDRS not available

Journal Of The American Optometric Association; V38 N6 P463-72 Jun 1967

Descriptors: exceptional child research; learning disabilities; eye fixations; visually handicapped; sensory training; tracking; behavior change; dyslexia;

reading improvement; stereopsis; eye movements; space orientation; visual acuity; retarded readers; remedial programs; experimental programs; audiovisual instruction

Specific visual fixation training was given to boys with reading difficulty and average or above intelligence. Fourteen severely retarded readers below seventh grade showed an average advance in reading of 2.3 years over a testing period of 6 months while seventeen boys in grades 7 through 9 averaged 1.7 years advance in reading. An analysis of object, space, and moving fixation showed that all but one of the 14 boys below grade 7 had severe stress in at least two of these areas and that of the 17 boys in grades 7 through 9, nine had severe stress in all three fixation areas, five in two areas, and three in one area. Their fatigue, headaches, reversal, and blurring of images were eased with the visual training and classroom behavior improved. The conclusion was that a definite relationship exists between fixation and reading. The visual fixation training techniques are described. (LE)

ABSTRACT 65

EC 003 065 ED N.A.
Publ. Date 18 Nov 67 19p.
Griffin, Aileen
Proceedings of Annual Fall Forum in Reading (2nd, Texas Woman's University, Denton, Texas, November 18, 1967).
Texas Woman's University, Denton, College Of Education
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; learning characteristics; emotional adjustment; research reviews (publications); prevention; memory; retention; perception; auditory discrimination; visual perception; anxiety; reading readiness; teacher attitudes; class size; teaching methods; junior high school students; reading difficulty; parent participation; language arts

Two addresses by Donald Neville present learning and emotional characteristics of children with reading problems and discuss the prevention of these problems. Learning characteristics described are variability of performance, memory deficits, perceptual deficits, and the need for repetition; emotional factors are indicated. A discussion of the prevention of reading problems includes the role of the teacher, class size, specialized services, readiness, research studies, the concept of the purpose of schools, teacher attitudes, teaching methods, and three principles to consider in preventing reading problems. Questions and answers from the discussion groups cover these topics: grouping junior high retarded readers, the language experience approach, parents and reading, children's self concepts, recall, reading disabilities, and spelling and written expression. (LE)

ABSTRACT 66

EC 003 086 ED N.A.
Publ. Date 66 95p.
MacDonald, Robert L.
They Were Not Born Equal.
San Fernando Valley State College, Northridge, California, Department Of Special Education
EDRS not available
Remediation Associates, Inc., Van Nuys, California.

Descriptors: exceptional child education; learning disabilities; disadvantaged youth; perception; teaching methods; motor development; identification; perceptual motor coordination; sensory training; auditory perception; visual perception; auditory training; eye hand coordination; phonetics; memory; verbal ability; auditory discrimination; evaluation techniques; concept formation

Focusing on children who have not had the physical or mental experiences necessary for developing maximum potential, the nature of experience is described in terms of the total child, the unequal child, the meaning of movement, and the assessment and training of physical fitness. A discussion of sensory learning mentions problems in communication, auditory and visual learning, the assessment of auditory and visual abilities, and sensory training procedures. Considerations of visual motor coordination are the direction of motion by vision, ocular control, visual perception, and assessment and training procedures for eye-hand coordination and ocular responses. The progression of learning, the importance of phonics, the relation of perceptual skills to the advancing demands on the student, and perceptual training assessment are investigated in relation to academic performance. The development of conceptual skills includes development of thought, conceptual thought and language, memory and imagination, and the assessment and training of psycholinguistic skills. Pictorial examples of instructional materials and lists of words or sentences to be used in remediation are provided. (RP)

ABSTRACT 67

EC 000 796 ED N.A.
Publ. Date 66 29p.
Boder, Elena
A Neuropediatric Approach to the Diagnosis and Management of School Behavioral and Learning Disorders.
Southern California University, Los Angeles, School Of Medicine
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 15-44.

Descriptors: exceptional child services; learning disabilities; behavior; identification; neurologically handicapped; clinical diagnosis; medical evaluation; psychological evaluation; dyslexia; hyperactivity; perceptual motor coordina-

tion; psychological patterns; evaluation criteria; minimally brain injured; psychoeducational clinics; educational diagnosis; educational coordination; psychotherapy

The diagnostic and therapeutic approach to a behavioral or learning problem described, features a systematic utilization of multidisciplinary school personnel as an integral part of the diagnostic and planning team. The approach is directed toward the diagnosis and management of the three major symptoms of minimal cerebral dysfunction (schematically represented as a minimal cerebral dysfunction triangle): hyperkinetic behavior, specific learning disabilities and motor impairments, and the secondary emotional overlay. Procedures of school team reports, psychological tests battery, neurological exam, additional diagnostic studies, and reports to schools used in the diagnostic evaluation are listed. Diagnostic criteria for minimal cerebral dysfunction including the hyperkinetic behavior syndrome and specific developmental dyslexia (systematically screened for in the neurological exam) are given and diagnostic findings reported. Management essentials presented are communication with key school personnel for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and home management, and psychotropic drug therapy as indicated. A word recognition test and a list of 62 references are included. (TE)

ABSTRACT 68

EC 000 797 ED N.A.
Publ. Date 66 42p.
LeWinn, Edward B. And Others
Neurological Organization: The Basis for Learning.
Institutes For The Achievement Of Human Potential, Philadelphia, Pennsylvania
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 51-93.

Descriptors: exceptional child education; learning disabilities; behavior; identification; neurologically handicapped; minimally brain injured; classification; cognitive processes; behavior problems; medical evaluation; medical treatment; neurological organization; neurological defects; pathology; clinics; cognitive processes; perceptual motor coordination; learning processes; clinical diagnosis; cerebral dominance; disadvantaged youth; psychosis

The concept of neurological organization as the basis for learning is discussed and learning disability is defined as a behavioral disorder caused by inadequate or abnormal organization of the ability to receive, process, store, and use information. Public health implications of learning disability are pointed out

and definitions of the functions of the brain given. Classification and identification of children with behavioral disorders of psychotic or neurological disorganization are discussed and causes enumerated. Neurological disorganization is grouped as genetically deficient, environmentally deprived, and brain injured. Diagnosis is accomplished by historical data, neurological examination, laboratory studies, neurosurgical procedures, and measurement of the neurological age on the Developmental Profile. Treatment is described as directed to the brain rather than the symptom and major principles and procedures of surgical and nonsurgical treatment are discussed. Results of the treatment of 342 brain injured children admitted to outpatient therapy at the Institutes for the Achievement of Human Potential are summarized and the relationship between severity of injury and early diagnosis and treatment is noted. (SN)

ABSTRACT 69

EC 000 798 ED N.A.
 Publ. Date 66 15p.
 Anderson, Robert P.
Physiologic Considerations in Learning: The Tactual Mode.
 Texas Technological College, Lubbock, Department Of Psychology
 EDRS not available
 Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
 Chapter In Learning Disorders, Volume 2, Pages 97-112.

Descriptors: exceptional child education; learning disabilities; perception; reading; teaching methods; tactual perception; haptic perception; cutaneous sense; kinesthetic perception; sensory integration; perceptual development; perceptual motor learning; kinesthetic methods; reading instruction; tachistoscopes

Touch is considered as a medium of communication by which a child perceives properties of his environment. Psychological theories and research on touch perception are reviewed and the concept of haptic perception, involving a perceptual pattern which has as its sensory source both touch and kinesthesia, is introduced. Psychological procedures for assessing tactual and/or haptic perception are discussed, and training in the tactual mode using skin perception, tactile perception and stereovision is described. Tactual kinesthetic techniques which can be used to supplement auditory and visual techniques for teaching reading are listed: tracing words and letters, clay tray and sandbox writing, air writing, block letters, blackout cards, tachistoscope methods, phonics, and other visual and auditory aids. Two practical techniques involving the haptic approach for reading and one for arithmetic are described. Research needs relating touch to learning disorders are enumerated, and a 37-item reference list is included. (TE)

ABSTRACT 70

EC 000 800 ED N.A.
 Publ. Date 66 31p.
 McAninch, Myrene
Body Image as Related to Perceptual-Cognitive Motor Disabilities.
 Washington University, Seattle, College Of Education
 EDRS not available
 Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
 Chapter In Learning Disorders, Volume 2, Pages 139-70.

Descriptors: exceptional child education; perception; neurologically handicapped; self concept; tests; handicapped children; perceptual motor learning; perceptual motor coordination; perception tests; test evaluation; self actualization; self esteem; teaching methods; learning disabilities; attitudes; self evaluation; research reviews (publications); Draw a Person Test; DAP

Body image, reflected in a child's figural drawings, is considered to be those perceptions, attitudes, and values which the individual perceives as describing himself. The Draw a Person and other evaluating tests are mentioned and analyzed upon consideration of how a disability in three areas of perception, thinking, and motor performance impedes a child's ability to formulate an appropriate body image; and related behavior. Fourteen illustrative drawings are presented and discussed for their contribution to knowledge of the self image of brain injured children. Suggestions are made for an educational program to develop a better body image in children with problems. (SN)

ABSTRACT 71

EC 000 802 ED N.A.
 Publ. Date 66 63p.
 Burns, Robert C. And Others
Human Frontal Lobe Function Related to Learning Disorders and Its Implications in the Case of Andy.
 Children's Orthopedic Hospital And Medical Center, Seattle, Washington;
 Seattle Seguin School, Washington
 EDRS not available
 Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
 Chapter In Learning Disorders, Volume 2, Pages 199-262.

Descriptors: exceptional child education; learning disabilities; cognitive processes; teaching methods; psychotherapy; medical evaluation; physiology; neurology; language development; emotional development; educational therapy; psychoeducational clinics; case studies (education); educational diagnosis; psychoeducational processes; self concept; vocabulary development

Divided into two parts, this presentation first discusses learning, understanding, intelligence, and human frontal lobe functions. Definitions and a historical review of understanding are given. Neurophysiological theories, the frontal cor-

tex and behavior derived from experimental work on animals, clinical studies of brain tumor cases, traumatic brain injury, maldevelopment of the brain, and the Columbia-Greystone Project on the effects of lobotomy and typectomy are discussed. Frontal lobe function related to learning disorders is considered in the description of a clinical neuropsychological model and illustrated with a case of a child with a severe learning disorder. Twenty-three references are given. The successful diagnosis and educational therapy given to this child is then presented in the second section with descriptions of the child's home and school and the educational therapy given for language development, reading, number concepts, and emotional development. Twenty-three vocabulary drawings and seven references are included. (SN)

ABSTRACT 72

EC 000 803 ED N.A.
 Publ. Date 66 14p.
 Bryant, N. Dale
Clinic Inadequacies with Learning Disorders; The Missing Clinical Educator.
 Albany Study Center For Learning Disabilities, New York
 EDRS not available
 Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
 Chapter In Learning Disorders, Volume 2, Pages 265-79.

Descriptors: exceptional child services; learning disabilities; emotionally disturbed; personnel; clinics; psychoeducational services; psychologists; professional personnel; educational diagnosis; psychoeducational clinics; psychological evaluation; clinic personnel (school); clinical diagnosis; medical consultants; psychiatric services; social workers; standards; interdisciplinary approach; community services; mental health clinics

Failure of a multidisciplinary approach to learning problems is attributed to two difficulties: inadequate conceptualization by different specialists of how their valid contributions relate to learning processes and disorders, and inadequate staff knowledge and skills in the areas of learning and remedial education. The two kinds of clinics noted as most likely to be consulted for learning disorders, the community psychiatric clinic and the remedial psychoeducational clinic, are discussed in terms of these difficulties. Two diagrams of the specialists of the two staffs and their areas of concern are provided. The psychiatric clinic's three specialists, a psychiatric social worker, a psychiatrist, and a clinical psychologist, are described and their duties delineated. The addition of a clinical educator is suggested to help the school understand disability in terms of classroom performance and to make up a programed sequence of tasks for remedial work. Six necessary skills for the clinical educator are listed. The psychoeducational clinic's staff is comprised

of a psychologist and a clinical educator. Their activities are described and a psychiatric social worker and a medical psychiatric consultant are recommended to balance the staff. Difficulties in developing staff are discussed, including in-service training problems and recommendations for finding clinical educators. (SN)

ABSTRACT 73

EC 000 805 ED N.A.
 Publ. Date 66 13p.
 Schiffman, Gilbert; Clemmens, Raymond L.
Observations on Children with Severe Reading Problems.
 Maryland State Department Of Education, Baltimore;
 Maryland University, Baltimore, University Hospital
 EDRS not available
 Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
 Chapter In Learning Disorders, Volume 2, Pages 297-310.

Descriptors: exceptional child research; learning disabilities; reading; perception; achievement; reading achievement; dyslexia; perceptual motor learning; remedial reading; developmental reading; reading difficulty; elementary school students; secondary school students; reading instruction; reading level; reading research; special classes; multisensory learning; visual discrimination; followup studies

Elementary and secondary students with near average or better intelligence who had severe reading retardation with problems in word recognition were divided into developmental reading, corrective reading, and remedial reading groups and were treated during the 1961-62 school year. Developmental reading instruction was carried out in regular classrooms, corrective reading in small groups and special classes, and remedial reading as a clinical program with multisensory specialized techniques for difficulties with visual associations. The elementary remedial group made significantly (p equals .01) greater improvement than its other two divisions at the close of the 1-year instructional program and the 1-year follow-up period. While the secondary remedial group scored significantly better (p equals .01) at the end of the instructional program, there was no difference among the three secondary divisions at the end of the follow-up year. A commentary on six ratios and maturational factors in learning problems is included. (DF)

ABSTRACT 74

EC 000 806 ED N.A.
 Publ. Date 66 14p.
 Baldwin, Ruth W.; Kenney, Thomas J.
Medical Treatment of Behavior Disorders.
 Maryland University, Baltimore, School Of Medicine
 EDRS not available

Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
 Chapter In Learning Disorders, Volume 2, Pages 313-27.

Descriptors: exceptional child research; learning disabilities; behavior; medical treatment; minimally brain injured; seizures; behavior rating scales; behavior problems; followup studies; physicians; behavior change

After an historical overview of the use of various medicines such as stimulants, antihistamines, anticonvulsants, and tranquilizers in the treatment of minimal brain damage, medication response in 100 children and adolescents was studied during a 3-month followup period. Sixty-one had minimal brain damage with behavior disturbances while 39 also had seizures. Twenty medications were used individually and in various combinations, eight to a sufficient degree to be considered. The composite behavior rating of each child on a 5-point scale included the physician's followup impression, parent's reports, and in some cases, the school official's report. No one medication was found satisfactory for all categories, but various ones were generally effective. Diphenhydramine hydrochloride (Bendaryl (R)) was significantly effective with the total group (p equals .002 for 30 cases) while sodium diphenylhydantoin (Dilantin (R)) and phenobarbital were effective for those with seizures in addition to behavior disorders (p equals .002 and p equals .001 respectively). The most effective combination was sodium diphenylhydantoin and diphenhydramine, used in 16 cases. (DF)

ABSTRACT 75

EC 000 807 ED N.A.
 Publ. Date 66 40p.
 Salvin, Sophia T.
Prescriptive Team Teaching for Adolescent Handicapped Students within a Public School Setting.
 Southern California University, Los Angeles
 EDRS not available
 Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
 Chapter In Learning Disorders, Volume 2, Pages 333-73.

Descriptors: exceptional child education; learning disabilities; behavior; state programs; teaching methods; socioeconomic background; facilities; interdisciplinary approach; team teaching; teacher aides; teacher qualifications; taxonomy; special classes; curriculum design; class organization; programed instruction; recreational activities; teacher education; public school systems; administration; California

After a review of California legislation for educationally handicapped (EH) children (including detailed referral requirements for the behaviorally and learning disabled children) and pertinent research, the EH program of a special day school for the multiply handicapped

is described. Aspects considered include the school population (chronological age 3 to 18, IQ 36 to 145) and their socioeconomic background, facilities, staff, educational setting, the integration of the interdisciplinary approach to team teaching of the EH children, learning theory implications for curriculum, introduction to taxonomies on classification of behavioral disorders of EH pupils and techniques for remediation, and the four EH classes at various locations. The use of team teaching is discussed, including the progress report, scheduling, suggested prescriptive curricula, teacher personnel of the team teaching unit, classroom organization and programming, youth services, and caravan camping. Also described are personality characteristics, professional preparation, and competencies for teachers of the EH pupils; cooperative training programs for teachers of EH children at the day school; and parent education. Twelve charts illustrate these areas and 15 clinically determined advantages of the program are listed. (DF)

ABSTRACT 76

EC 000 808 ED N.A.
 Publ. Date 66 45p.
 Harmon, Darell Boyd
A Preliminary Report on a Study of Eye Preference, Certain Body Mechanics and Visual Problems.
 Wisconsin University, Madison, Environmental Design Center
 EDRS not available
 Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
 Chapter In Learning Disorders, Volume 2, Pages 377-422.

Descriptors: exceptional child research; visually handicapped; perception; perceptual motor coordination; space orientation; cerebral dominance; learning disabilities; human posture; visual perception; motor development; electrical stimuli; eyes; tracking; eye hand coordination; measurement techniques; evaluation criteria

The developmental and structural consequences of eye preference are studied with photographs of children demonstrating their working postures at close visual tasks. Their postures are analyzed and related to the way they were taught to write (to sit square with the desk) and to visual alignments and difficulties; information on eye-cervical mechanics relationships is presented. A theoretical equation developed for predicting head and eye positions is applied to data on 100 visually handicapped children and adults. The preliminary findings are that asymmetrical muscle development occurs with eye preference; bone structure of the atlas and back musculature explains the head tilt positions; electrical activity in the neck on the side of the preferred eye is usually greater when sighting a non-problem target; and functions of the preferred eye are to instigate turning of the head, trigger ocular convergence, permit or assist labyrinthian leveling of the head, and incite or aid in

inciting needed tonus of attention. Additional findings are that head posture is more related to mechanics of the preferred eye than of the preferred hand, and both low shoulder and preferred eye and astigmatism and posture are apparently related. It is concluded that visual problems may result in learning problems. (TE)

ABSTRACT 77

EC 001 839 ED N.A.
Publ. Date Dec 67 14p.

Brown, Edwin R.; Shields, Eloise
Results with Systematic Suspension: A Guidance Technique to Help Children Develop Self Control in Public School Classrooms.

Torrance Unified School District, California

EDRS not available

Journal Of Special Education; V1 N4
P425-38 Dec 1967

Descriptors: exceptional child research; behavior change; discipline policy; self concept; mentally handicapped; learning disabilities; minimally brain injured; neurotic children; parent child relationship; parent reaction

Elementary school pupils whose classroom behavior was unacceptable and lacked consistent limits were placed upon systematic suspension, whereby breaking of limits resulted in having to leave school and go home for the rest of the day. Limits had to be made clear and enforcement automatic. Parents were observers who accepted the child when he was sent home but did not punish, reward, or discuss his behavior. To obtain objective data, questionnaires on changes in conduct and emotional reactions were completed for 23 children who had been on systematic suspension by their parents, by teachers, and by 18 of the 23 children. Teachers rated some children as improved in conduct within a few weeks and all by 10 months, and all recommended the method. All children rated themselves improved; but only two-thirds of the parents rated their child's behavior improved and approved the method either with or without reservations. The technique was judged successful with brain damaged, mentally retarded, and neurotic children. Characteristics of children, teachers, and parents with whom it was successful are noted. (LE)

ABSTRACT 78

EC 002 648 ED N.A.
Publ. Date 66 423p.

Hellmuth, Jerome, Ed.

Learning Disorders, Volume 2.

EDRS not available

Special Child Publications, Seattle Se-
guin School, Inc., 71 Columbia Street,
Seattle, Washington 98104.

Descriptors: exceptional child education; learning disabilities; perceptual motor coordination; teaching methods; learning characteristics; emotionally disturbed; neurologically handicapped; medical treatment; team teaching; clinical diagnosis; psychoeducational clinics;

family relationship; self concept; perception; neurological organization; vision; educational therapy; human posture; child development; services; dyslexia

Thirteen papers consider learning disorders. Aspects treated include a neuropsychiatric approach to the diagnosis and management of school behavioral and learning disorders; neurological organization as the basis for learning; physiologic considerations and the tactual mode in learning; developmental influences on the emergence and amelioration of learning disorders; and body image as related to perceptual-cognitive-motor disabilities. Also discussed are the family relationships of latency-age boys with emotionally based learning inhibitions; the relationship of human frontal lobe function and learning disorders and its implications; the lack of the clinical educator as clinic inadequacy in treating learning disorders; intellectual characteristics of severely retarded readers and implications for teaching techniques; observations on children with severe reading problems; medical treatment of behavior disorders; prescriptive team teaching for adolescent handicapped students within a public school; and a preliminary report on a study of eye preference, certain body mechanics, and visual problems. (TE)

ABSTRACT 79

EC 001 658 ED N.A.
Publ. Date Feb 66 27p.

Bateman, Barbara

Learning Disorders. Chapter V, Education of Exceptional Children.

DePaul University, Chicago, Illinois

EDRS not available

Review Of Educational Research; V36
N1 P93-119 Feb 1966

Descriptors: exceptional child research; learning disabilities; tests; dyslexia; incidence; identification; minimally brain injured; perceptually handicapped; etiology; lateral dominance; individual characteristics; followup studies; remedial instruction; predictive measurement; perceptual development; teaching methods; research needs; research review; (publications); emotionally disturbed; neurologically handicapped

The first summary of literature on learning disorders to appear in this publication discusses the recent growth of interest in the area and gives information on terminology and sources. Included are general studies on reading disabilities, visuomotor disabilities, philosophy and miscellaneous aspects; overview and classification studies; works on the etiology of language disorders, cerebral dominance, brain damage or dysfunction, multifactor and other theories, and maturational lag theory; research on characteristics of children with learning disorders, covering emotional disturbance and neurological problems; studies on diagnostic testing, from multifactor and single factor predictive tests to tests for remedial planning; and remediation studies on perceptual training, followup,

remedial reading, and philosophy. A section on issues and needed research and a 96-item bibliography conclude the review. (JD)

ABSTRACT 80

EC 002 609 ED N.A.
Publ. Date 57 345p.

Ewing, A. W. G., Ed.

Educational Guidance and the Deaf Child.

EDRS not available

Volta Review, 1537 35th Street, N. W.,
Washington, D. C. 20007 (\$7.00).

Descriptors: exceptional child research; aurally handicapped; identification; child development; tests; auditory training; mental development; home instruction; hearing aids; school construction; auditory evaluation; screening tests; clinical diagnosis; infants; children; parent counseling; ability tests

Seventeen papers present research on educational guidance and the deaf child. Research on the deaf child in infancy and early childhood treats children with impaired hearing, screening tests and guidance clinics for babies and young children, mental development of young deaf children, and home training (guidance for parents and use of hearing aids). Studies on children of school age consider screening tests of hearing in primary schools, use of hearing aids, design and construction of schools for the deaf, tests of abilities and attainments, and speech audiometry for children. A survey of abilities of children aged 12 years in schools for the deaf is appended; 105 references are cited. (SN)

ABSTRACT 81

EC 001 141 ED N.A.
Publ. Date Jan 66 41p.

C.A.N.H.C. (California Association for Neurologically Handicapped Children) Reports...

California Association For Neurologically Handicapped Children, Los Angeles

EDRS not available

California Association For Neurologically Handicapped Children, P. O. Box 604, Main Office, Los Angeles, California 90853.

Descriptors: exceptional child education; learning disabilities; educational needs; teaching methods; neurologically handicapped; perceptually handicapped; teachers; special classes; teacher role; parents; parent attitudes; classroom environment; educational philosophy; child development; educational problems; behavior; parent responsibility; parent counseling; student teacher relationship; teaching guides

The special educational needs of neurologically handicapped (NH) children are discussed. Laura Lehtinen describes the perceptually handicapped child; Jerry Gibson presents the viewpoint of a teacher of an NH class; Gordon Naylor explains structuring a special class for the NH child; and Margaret Coffey relates a teacher's experience with NH children. Also included are advice to the

parent of the mild NH child, by David Bray; a message from one parent to another, by Marilyn Coe; and remarks from one teacher to another, by Grace Petittlerc. Marie Avery and Alice Higgins suggest techniques to orient the child with perceptual difficulties before abstract learning, and Madelaine Lasers suggests an environment and philosophy for a class for educationally handicapped children. Also provided is a list, with addresses of the 19 chapters of the California Association for Neurologically Handicapped Children. (JD)

ABSTRACT 82

EC 001 368 ED N.A.
Publ. Date 67 22p.
Frostig, Marianne

The Relationship of Diagnosis to Remediation in Learning Problems.
Southern California University, Los Angeles
Rosenburg Foundation, San Francisco, California

EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, \$2.50).

Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 45-66.

Descriptors: exceptional child education; learning disabilities; identification; perception; tests; perceptually handicapped; visual perception; auditory perception; language; cognitive processes; clinical diagnosis; remedial programs; perceptual motor coordination; teaching methods; intelligence; Frostig Developmental Test of Visual Perception; Illinois Test of Psycholinguistic Abilities; (ITPA); Wechsler Intelligence Scale for Children

The diagnosis and remediation of learning problems are considered in the areas of sensory-motor ability, auditory perception, visual perception, language, and thought processes. The use of the following tests for evaluation is discussed: Wepman Test of Auditory Discrimination, Frostig Developmental Test of Visual Perception, Illinois Test of Psycholinguistic Abilities, Wechsler Intelligence Scale for Children, and several sensory-motor tests. Training programs for remediation of each area are outlined, and emotional and social development is treated. A table compares factors of the structure of the intellect at chronological age 6 with the abilities tapped by the Illinois, Frostig, and Wechsler tests. A bibliography cites 35 entries. Appendixes describe the Frostig and the Illinois tests by providing examples and explaining functions covered by the tests and training procedures which follow. Factors in human movement and physical education programs (with six references cited) as well as basic results on four tests are tabularly arranged. (DF)

ABSTRACT 83

EC 002 280 ED N.A.

Publ. Date Feb 68 6p.
Keenan, Joseph S.

The Nature of Receptive and Expressive Impairments in Aphasia.

Veterans Administration Hospital, Atlanta, Georgia

EDRS not available

Journal Of Speech And Hearing Disorders; V33 N1 P20-5 Feb 1968

Descriptors: exceptional child education; learning disabilities; tests; communication (thought processes); language; aphasia; language handicaps; language tests; receptive language; expressive language; Language Modalities Test for Aphasia; Minnesota Test for Differential Diagnosis of Aphasia

Receptive and expressive impairments in aphasia are discussed as related manifestations of a common underlying impairment in verbal retention. Language learning is explained in terms of verbal learning and retention. Two ways of testing retention (recognition and recall) are described in relation to their use in tests for aphasia. The Language Modalities Test for Aphasia and the Minnesota Test for Differential Diagnosis of Aphasia are evaluated for their use of recognition and recall items. The percentage of correct responses for each type of item are evaluated. Results indicate that scores on recognition or receptive items are consistently higher than scores on recall or expressive items. (JB)

ABSTRACT 84

EC 002 283 ED N.A.
Publ. Date Feb 68 7p.
Stark, Joel And Others

Increasing Verbal Behavior in an Autistic Child.

Stanford University School Of Medicine, Palo Alto, California
Office Of Education (DHEW), Washington, D. C.

EDRS not available

OE-P-6-8527

Journal Of Speech And Hearing Disorders; V33 N1 P42-8 Feb 1968

Descriptors: exceptional child research; behavior; learning; reinforcement; emotionally disturbed; learning disabilities; behavior change; verbal operant conditioning; discrimination learning; auditory discrimination; language development; autism; patterned responses; perceptual motor coordination; case studies (education)

A 5-year-old autistic boy received therapy for a 5-month period. At the onset he was virtually unresponsive to all types of environmental stimuli. The training program began with non-vocal imitation (gross physical activities). The stimuli were then gradually directed toward the face and mouth, and the transition to vocal imitation accomplished. Efforts were next directed toward using sounds and movements to name things. After learning to label a dozen pictures and objects, training in verbal discrimination was begun with identifying pictures in response to spoken sounds and obeying simple commands. Although remaining

profoundly disturbed, the boy could copy letters and figures, reproduce new words with four phonemes, and obey commands requiring three discriminations. (JB)

ABSTRACT 85

EC 002 380 ED N.A.
Publ. Date 67 15p.

Hallstrom, Gordon M., Mrs. And Others
Legislation for Learning Disabilities: Panel.

Illinois Commission On Children, Springfield

EDRS not available

The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, \$2.50).

Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 238-52.

Descriptors: exceptional child education; learning disabilities; legislation; federal legislation; school districts; state programs; teacher education; educational research; special services; conference reports; educational legislation; Illinois; New Jersey

Three discussions of legislation for learning disabilities are presented. Robert Russell considers the implications at the local level of legislation on learning disabilities proposed to the New Jersey legislature in 1966. Vernon Frazee treats several implications for legislation at the state level in Illinois, and James Chalfant assesses the impact of federal legislation in the areas of training, research, and service. A summary of the question and answer period which followed is also provided. (DF)

ABSTRACT 86

EC 003 534 ED 027 672
Publ. Date 68 186p.

Quay, Herbert C., Ed.

Children's Behavior Disorders: An Enduring Problem in Psychology.

EDRS not available

D. Van Nostrand Company, Inc., 120 Alexander Street, Princeton, New Jersey 08540 (\$1.95).

Descriptors: exceptional child research; emotionally disturbed; behavior change; behavior; etiology; family (sociological unit); individual characteristics; disadvantaged youth; identification; behavior problems; delinquency; hyperactivity; medical treatment; drug therapy; research reviews (publications); reinforcement; curriculum; followup studies; parent child relationship; autism

Eleven papers, most of them with an experimental or empirical viewpoint, discuss childhood behavior disorders. R. Lapouse and M. Monk present an epidemiologic study of behavior characteristics; J. Roach and others describe sociopsychological characteristics of a child guidance clinic caseload; D. Peterson treats behavior problems of middle childhood; and H. Quay and others consider pupil personality patterns in

special classes for the emotionally disturbed. The following topics are also explored: lower class culture as a generating milieu of gang delinquency, by W. Miller; recidivism, psychotherapy, and delinquency, by C. Franks; mothers as therapists for their children, by R. Wahler and others; reinforcement and behavioral deficits of autistic children, by C. Ferster; effects of Chlorpromazine on behavior and learning ability of hyperactive children, by J. Werry and others; curriculum and disordered behavior, by W. Rhodes; and a 30-year followup study on the adult psychiatric status of 150 subjects who had been childhood behavior problems, by P. O'Neal and L. Robins. (LE)

ABSTRACT 87

EC 003 743 ED 027 682
 Publ. Date 67 58p.
 Grover, Edward C.; Todd, Joseph H.
Ohio Programs for Neurologically Handicapped Children.
 Ohio State Department Of Education, Columbus, Division Of Special Education
 EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; state programs; drug therapy; clinical diagnosis; medical evaluation; psychological evaluation; diagnostic teaching; educational programs; special classes; behavior change; classroom arrangement; parent role; administration; legislation; standards; neurologically handicapped; behavior patterns; Ohio

A definition of learning disorders, medical observations, diagnostic terms, the role of medication, and psychological implications and descriptions are provided. The philosophy and variations of educational programs for the neurologically handicapped are described; facets of the special class program considered are the instructional program, diagnostic teaching, the relationship between basic skill instruction and developmental area activities, self concept, behavior management, room organization, parent role, and medical attention. A guide for administrators summarizes relevant state board of education program standards. Appendixes list references, state board standards for services, instruction, and special classes, and provide application forms, a sample letter to a physician, and sample behavioral and academic diagnostic charts. (RP)

ABSTRACT 88

EC 003 817 ED 027 691
 Publ. Date 31 Mar 69 219p.
 Rappaport, Sheldon R.
Public Education for Children with Brain Dysfunction.
 EDRS not available
 Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (\$6.50).

Descriptors: exceptional child education; learning disabilities; educational programs; teaching methods; behavior change; school community cooperation;

administrative policy; parent attitudes; parent counseling; child development; diagnostic teaching; equipment; classroom design; readiness; sensory integration; instructional materials; behavior problems; psychotherapy; teacher role; program planning

A foreword by William M. Cruickshank introduces a book designed to provide information on the problems of children with brain dysfunction and to furnish guidelines to habilitation. Subjects discussed are the status of education for these children, preparing the community for a school program, selection of school and preparation of the principal, teachers, and parents, and a conceptual model including child development as a framework for assessment and education. Recommendations of D.B. Harmon on environmental design, an example of educational programing, and tasks for the development of readiness are presented. Color, form, and utilization of instructional materials are described; also described are psychotherapy and the role of the teacher in behavior management, parent counseling, and the need for effective habilitation. A glossary of terms is included. (RP)

ABSTRACT 89

EC 001 014 ED N.A.
 Publ. Date Apr 66 7p.
 Robbins, Melvin P.

The Study of the Validity of Delacato's Theory of Neurological Organization.

EDRS not available
 Exceptional Children; V32 N8 P517-23
 Apr 1966

Descriptors: exceptional child research; learning disabilities; neurological organization; neurologically handicapped; reading ability; child development; children; reading achievement; reading development; lateral dominance; special programs; learning theories; learning; theories; reading; Delacato

To test the theoretical and practical implications of Delacato's theory of neurological organization, the study considered whether the purported indicators of neurological organization, creeping and laterality, are directly related to reading ability as suggested by the theory, and whether the addition of the Delacato program to the subjects' ongoing curriculum will enhance their reading development, or their lateral development. Three second grade classes, representing similar backgrounds and socioeconomic levels, and reasonably matched in age, intelligence, creeping and laterality, served as subjects. The experimental group (38 subjects) underwent the training program suggested by Delacato, and the traditional control group (43 subjects) carried out its normal curriculum. A third class served as a nonspecific control group (45 subjects) and underwent a program of activities not known to be correlated with reading achievement in addition to the normal curriculum. The experimental group underwent a 3-month program emphasizing cross

pattern creeping and walking, avoidance of music, and use of the specified writing position, a 2-month program stressing the use of the appropriate sleep position and of sidedness and cross patterning activities, and a 1-month program using homolateral patterning and color filtration activities. The nonspecific group was subjected to a 3-month program of nonspecific patterning activities, musical activities, and games and was encouraged to listen to music independently, a 2-month program of the nonspecific sleep position, and a 1-month program of nonspecific color filtration. Pretests measured achievement in arithmetic, general intelligence, laterality, reading, and creeping. Posttests were administered in reading to all three groups, and in arithmetic and laterality to the experimental subjects. Pre-experimental normative and experimental data analyzed for significance indicated that none of the six null hypotheses could be rejected. Substantiating the hypotheses, no correlation beyond chance expectance was found between creeping and reading; mean reading differences between subjects who are lateralized and those who are nonlateralized; mean differences in reading when controlled for differences in creeping between subjects who are lateralized and those who are not; mean posttest differences in reading after pretest scores are controlled between the experimental group and the two control groups; mean posttest score differences after pretest score differences are controlled between reading and arithmetic within the experimental class; and the proportion of subjects lateralized after the exposure to the experimental program and the proportion lateralized before the program. Since neither the postulated relationship between neurological organization and reading achievement nor the contention that the experimental program enhanced reading or lateral development was supported, the conclusion is that the Delacato theory is suspect. A bibliography lists seven items. Six tables of data are also provided. (GB)

ABSTRACT 90

EC 001 016 ED N.A.
 Publ. Date Apr 66 7p.
 Kass, Corinne E.

Psycholinguistic Disabilities of Children with Reading Problems.

EDRS not available
 Exceptional Children; V32 N8 P533-9
 Apr 1966

Descriptors: exceptional child research; learning disabilities; elementary school students; reading; reading difficulty; reading failure; tests; test construction; reading tests; diagnostic tests; cognitive processes; psycholinguistics; test validity; visual perception; perception tests; auditory perception

In this study of reading disability, causation was minimized and an effort was made to discover psycholinguistic correlates. Subjects for the study were 21 elementary school children, aged 7-10,

IQ 85 or above, having no known defects in visual and auditory acuity. All 21 were retarded in reading on a battery of diagnostic reading tests: 1/2 year if in grade 2, 1 1/2 if in grade 3, and 2 1/2 if in grade 4. The Illinois Test of Psycholinguistic Ability (ITPA), including six tests at the representational level and three at the automatic-sequential (or integrational) level, was administered, an additional test devised, and some standardized tests used to gain more information regarding communication processes at the integrational level. (The standardized tests included visual automatic, sound blending, mazes, memory-for-designs, and perceptual speed.) Norms for the tests were used for comparison with normal children. Results indicated that the subjects tended to have certain psycholinguistic disabilities, especially at the integrational level. Areas of deficit included sound blending (p equals .001), visual-motor sequential (p equals .02), perceptual speed (p equals .002), mazes (p equals .05), memory-for-designs (p equals .01), all on the integrational level, and auditory-vocal association (p equals .03), now considered representational but perhaps actually integrational. Marginal deficit occurred in the integrational areas of visual automatic (p equals .09) and auditory-vocal automatic (p equals .08). No deficit appeared in the integrational area of auditory-vocal sequential (p equals .38), and in the representational areas of auditory decoding (p equals .75), visual-motor association (p equals .14), vocal encoding (p equals 1.00), motor encoding (p equals .82). Visual decoding (p equals .01) was demonstrated to be an area of strength. Since the psycholinguistic deficits that occurred are those which appear to involve auditory and visual integration within the mental system, the study recommends that the ITPA subtests at the integrational level (and the auditory-vocal association test) and other tests measuring integrative aspects of mental functioning would appear suitable for testing normal children with reading disabilities. It is further recommended that remediation following the testing should relate to the specific cognitive processes which are defective. (EB)

ABSTRACT 91

EC 003 137 ED 003 695
Publ. Date 65 33p.
Lapray, Margaret; Ross, Ramon
Comparison of Two Procedures for Teaching Reading to Primary Children with Visual Perception Difficulties.
San Diego State College, California
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-138

Descriptors: exceptional child research; learning disabilities; perception; reading; teaching methods; reading skills; visual perception; reading improvement; primary grades; reading instruction; reading ability; perceptual development

Reading abilities of primary children with visual perception problems who were taught by conventional methods were compared to the abilities of children given special training designed to improve faulty or immature visual perception. One control group participated in special activities such as picture coloring and the other control group received no instruction during the experimental period. The study was designed to determine the best methods for teaching children of average intelligence who demonstrated reading failure, reversal tendencies, confused vertical orientation, and faulty visual perception and reproduction. The subjects consisted of first and second graders from low socioeconomic groups. Screening was based on intelligence, gross neurological normalcy, adequate social and emotional adjustment, adequate visual and auditory acuity, reading deficiency, and visual perceptual impairment. Testing instruments used included the Keystone Visual Test, Wide Range Achievement Test, and the Bender Gestalt. Findings showed no evidence that children receiving the special visual perception training made better gains in reading or did not make better gains although they made substantially improved Bender Gestalt drawings. Extensive use of classroom reading materials resulted in improved reading scores. (AL)

ABSTRACT 92

EC 003 417 ED N.A.
Publ. Date 68 272p.
Hart, Jane; Jones, Beverly
Where's Hannah: A Handbook for Parents and Teachers of Children with Learning Disorders.
EDRS not available
Hart Publishing Company, Inc., 510 6th Avenue, New York, New York 10009 (\$8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; behavior problems; behavior change; case studies (education); minimally brain injured; parent participation; etiology; clinical diagnosis; testing; psychomotor skills; perceptual motor learning; space orientation; child development; learning characteristics; individual characteristics; perceptually handicapped; learning activities; self concept; Movigenics

The story of a mother and a teacher relates the experiences of Hannah, a brain-injured, 11 1/2 year-old girl. The history of her characteristics, development, and training is interlaced with explanations of her behavior, of the characteristics of other children with learning disorders, and of training objectives based on the Movigenic theory of Ray H. Barsch which stresses acquisition of position in space. Activities are described for structuring the environment to control stress factors of space, time, language, and task multiplicity and level. Also described are the developmental process, testing and evaluation, teaching methods, behavior man-

agement, building self concept, and causes of brain injury. The role of the parent in helping the child and a schedule of lessons for one week are included. Also included are a chart of experiences from infancy to 8 years and a list of 15 national organizations which aid handicapped children. (LE)

ABSTRACT 93

EC 001 212 ED N.A.
Publ. Date 66 47p.
Thompson, Alice C.
Educational Handicap: A Handbook for Teachers.
EDRS not available
Associated Clinics, California State College At Los Angeles, 5151 State College Drive, Los Angeles, California 90032.

Descriptors: exceptional child education; behavior problems; learning disabilities; neurologically handicapped; emotionally disturbed; teacher qualifications; teaching methods; motor development; classroom arrangement; reinforcement; visual perception; instructional materials; psychotic children; primary grades; adolescents; parent counseling; identification; special classes; drug therapy

Replies are given to questions most frequently asked in a demonstration setting for children with learning and behavior disorders. Aspects considered include class placement, the nature of the disorder, teacher qualifications and methods, the problems and potentialities of educationally handicapped children, and student evaluation and identification in various modality deficits. Operant conditioning, psychotherapy, and medication are discussed as are skill areas, psychotic children, and the prognosis for disordered children. (JD)

ABSTRACT 94

EC 002 910 ED 026 766
Publ. Date Apr 68 44p.
A Program for the Identification and Remediation of Perceptual Deficiencies in Kindergarten and Primary Grade Students. Interim Progress Report.
Union Township Board Of Education, New Jersey
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-703564-4312

Descriptors: exceptional child research; learning disabilities; perception; identification; teaching methods; perceptually handicapped; perceptual development; motor development; sensory training; perceptual motor coordination; kindergarten children; special programs; program planning; inservice teacher education; teacher workshops; psychomotor skills; screening tests; Title III

Designed as a perceptual enrichment program for all kindergarten children, the project also emphasizes intensive perceptual training for children manifesting deficiency in this area of development. Screening was done of 869 pre-kindergarten children; those scoring in

the lowest 5% on any one or more of the subtests or falling in the lowest 10% of the total scores were given training 4 days a week in groups of six. Children not receiving intensive training were given instruction on the 5th day. Training was in deficit modalities concomitant with reinforcement of the stronger modalities and included warm-up, form perception, and gross motor exercises. A weekly workshop was held for the perception teachers and inservice training provided for all kindergarten and primary teachers. Videotaping was also done. Parent and teacher reaction was favorable. Preliminary planning is outlined, and projected plans for the full 3 years of the study are detailed. An appendix lists the instruments used for screening, and the program of a Title III workshop is included. (JD)

ABSTRACT 95

EC 003 660 ED 026 795
Publ. Date 68 162p.
Mulholland, Ann M.; Fellendorf, George W.
National Research Conference on Day Programs for Hearing Impaired Children (Lake Mohonk, New York, May 10-13, 1967). Final Report.
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-7-002540-2006
BR-7-2540

Descriptors: exceptional child education; aurally handicapped; day programs; state programs; day schools; community programs; state legislation; educational needs; administration; school districts; supervisor qualifications; teacher supervision; identification; clinical diagnosis; admission criteria; cooperative planning; preschool children; incidence; demography; special classes

State needs in public school education for the hearing impaired and steps in the development of comprehensive state planning are presented along with recommendations of conference participants, a summary report, and models for regional planning, day programs, and the team approach. The interest of the Alexander Graham Bell Association and the U.S. Office of Education in day programs and the conference organization are explained. Following an introduction by Eleanor Vorce, topics discussed are the day care program in education by Ann M. Mulholland, organization and administration of a program at state and local levels by Charles W. Watson, demographic and economic criteria in establishing classes by James C. Chalfant, supervision at state and local levels by Hazel Bothwell, and supervision of classroom teachers by Evelyn M. Stahlem. Also included are Janet B. Hardy on early identification, Robert Frisina on diagnostic evaluation and placement, June Miller on admission criteria for day schools, and Mamie J. Jones on coordination of specialists in

public school programs. Recommendations for research, a summary of group discussions, and conclusions are provided along with a preliminary conference report, conference program, list of participants, and a 21-item bibliography. (RP)

ABSTRACT 96

EC 001 146 ED N.A.
Publ. Date 65 282p.
A Profile...The EH Child...And His Needs.
Contra Costa County Department Of Education, Pleasant Hill, California
EDRS not available
Contra Costa Department Of Education, 75 Santa Barbara Road, Pleasant Hill, California 94523.

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; neurologically handicapped; hyperactivity; perception; language arts; perceptual motor coordination; language development; mathematical concepts; mentally handicapped; neurological development; emotionally disturbed; epilepsy; dyslexia

The educationally handicapped child and his needs are discussed. Lectures treat mental retardation, function and malfunction of the nervous system, epilepsy, the education of the hyperactive child, perception, visual motor coordination and teaching materials, training perception, sensory motor training, special help in specific areas, and dyslexia. Student committee reports consider methods and materials encouraging the sequential development of quantitative concepts; eight authorities on visual perception and fine motor coordination; methods and materials for teaching reading, spelling, and writing; teaching methods and techniques for auditory perception and language development; and gross motor development materials and teaching and evaluation methods. An additional report discusses psychological services for emotionally handicapped children. The appendixes provide a diagnostic test to be administered by teachers to discover potential learning difficulties of children and outline the regulations relating special education programs for emotionally handicapped minors; a general bibliography cites 101 items. (LE)

ABSTRACT 97

EC 001 366 ED 016 338
Publ. Date 05 Mar 66 284p.
Mestrow, Louise
International Approach to Learning Disabilities of Children and Youth, International Conference of the Association for Children with Learning Disabilities, Inc., (Tulsa, Oklahoma, March 3-5, 1966).
The Association For Children With Learning Disabilities, Tulsa, Oklahoma
EDRS not available

The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (\$2.50).

Descriptors: exceptional child education; learning disabilities; vocational education; legislation; adjustment (to environment); screening tests; educational diagnosis; occupational therapists; medical treatment; behavior problems; adolescents; young adults; preschool programs; elementary education; elementary grades; individual needs; children; information processing; case studies (education)

Conference papers discuss the following topics: learning disabilities, a screening scale, diagnosis and remediation, etiology, and reading. Other topic areas include medication, the occupational therapist, the diagnostic teacher, plans for education for preschool and elementary years, the adolescent and young adult, vocational education, plan for living, therapeutic management, severe reading disability, information processing in children, a case study, legislation, and Easter Seals. A conference summary is included. (MY)

ABSTRACT 98

EC 001 940 ED 020 602
Publ. Date 19 May 67 37p.
Early Identification and Mitigation of Learning Problems, Annual Symposium (3rd, New Brunswick, New Jersey, May 19, 1967).
Rutgers, The State University, New Brunswick, New Jersey
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; identification; identification tests; educational theories; educational objectives; diagnostic teaching; educational testing; individual differences; immaturity; minimally brain injured; preschool children

Two speeches consider learning disabilities. In the first, a discussion of the early identification and management of neurophrenic children, Edgar A. Doll explains his concept of neurophrenia and the importance of early identification and discusses the use of the Vineland Social Maturity Scale and Pre-School and Attainment Record in clinical assessment. Guidelines for the growth and development of these children are outlined, a case study of a neurophrenic child is presented, and 20 references are listed. In a second speech on learning disorders and the preschool child, Sylvia O. Richardson discusses identifying characteristics and medical histories usually found among children with learning disabilities. Emphasis is placed upon early identification (at 5 years or younger) and appropriate educational methods recognizing individual differences. An unpublished study is reviewed in support of the theory that behavioral descriptions of immaturity are representative of objective measurable differences along various dimensions (physical, social, emotional). (RS)

ABSTRACT 99

EC 500 003 ED N.A.
 Publ. Date Jan 1969 12p.
 Haring, Norris G.; Hauck, Mary Ann
Improved Learning Conditions in the Establishment of Reading Skills with Disabled Readers.
 Except Child; V35 N5 P341-52 Jan 1969

Descriptors: exceptional child research; learning disabilities; reading; reinforcement; dyslexia; positive reinforcement; programed instruction; reading improvement; motivation; teaching methods

ABSTRACT 100

EC 500 025 ED N.A.
 Publ. Date Jan 1969 13p.
 Bibace, Roger; Hancock, Karen
Relationships between Perceptual and Conceptual Cognitive Processes.
 J Learn Disab; V2 N1 P17-29 Jan 1969

Descriptors: exceptional child research; learning disabilities; achievement; perceptual motor coordination; cognitive processes; concept formation; males; academic achievement; task performance; research reviews (publications)

ABSTRACT 101

EC 500 026 ED N.A.
 Publ. Date Jan 1969 7p.
 Solan, Harold A.
Visual Processing Training with the Tachistoscope: A Rationale and Grade One Norms.
 J Learn Disab; V2 N1 P30-6 Jan 1969

Descriptors: exceptional child research; learning disabilities; perception; audiovisual aids; neurological organization; visual perception; maturation; perceptually handicapped; tachistoscopes

ABSTRACT 102

EC 500 027 ED N.A.
 Publ. Date Jan 1969 6p.
 Hearn, Rudolph S.
Dyslexia and Handwriting.
 J Learn Disab; V2 N1 P37-42 Jan 1969

Descriptors: exceptional child research; learning disabilities; handwriting; dyslexia; research reviews (publications); visual perception; auditory perception; identification

ABSTRACT 103

EC 500 028 ED N.A.
 Publ. Date Jan 1969 2p.
 Stock, Claudette
The Not Quite Child.
 J Learn Disab; V2 N1 P49-50 Jan 1969

Descriptors: exceptional child education; learning disabilities; children; educational problems; individual characteristics

ABSTRACT 104

EC 500 030 ED N.A.
 Publ. Date Jan 1969 6p.
 Christoplos, Florence
Programming for Children with Learning Disabilities.
 J Learn Disab; V2 N1 P43-8 Jan 1969
 Address Delivered At The Special Edu-

cation Workshop At Virginia State College, Norfolk, Virginia, July 19, 1968.

Descriptors: exceptional child education; learning disabilities; programed instruction; individualized instruction; teaching methods; program effectiveness; sequential programs; reinforcement; educational objectives

ABSTRACT 105

EC 500 091 ED N.A.
 Publ. Date Feb 1969 11p.
 Sabatino, David A.; Cramblett, Henry G.

A Longitudinal Study of Children with Learning Disabilities Subsequent to Hospitalization for Viral Encephalitis, Part I.

J Learn Disab; V2 N2 P65-75 Feb 1969

Descriptors: exceptional child research; learning disabilities; etiology; perception; diseases; psychological evaluation; achievement; cognitive processes; academic achievement; underachievers

ABSTRACT 106

EC 500 093 ED N.A.
 Publ. Date Feb 1969 6p.
 Landreth, Garry L. And Others
A Team Approach to Learning Disabilities.

J Learn Disab; V2 N2 P82-7 Feb 1969

Descriptors: exceptional child services; learning disabilities; interdisciplinary approach; cooperative planning; clinical diagnosis; reading; speech therapy; counseling; play therapy; child development centers

ABSTRACT 107

EC 500 094 ED N.A.
 Publ. Date Feb 1969 7p.
 Mann, Philip H.
Learning Disabilities: A Critical Need for Trained Teachers.
 J Learn Disab; V2 N2 P90-6 Feb 1969

Descriptors: exceptional child education; learning disabilities; teacher education; teacher role; identification; educational diagnosis; remedial instruction; course descriptions; educational objectives; therapists

ABSTRACT 108

EC 500 095 ED N.A.
 Publ. Date Feb 1969 10p.
 Brown, George W.
Suggestions for Parents.
 J Learn Disab; V2 N2 P97-106 Feb 1969

Descriptors: exceptional child education; learning disabilities; family (sociological unit); individual characteristics; parent role; behavior problems; behavior change; child rearing; therapeutic environment; self concept

ABSTRACT 109

EC 500 096 ED N.A.
 Publ. Date Mar 1969 12p.
 Sabatino, David A.; Cramblett, Henry G.

A Longitudinal Study of Children with Learning Disabilities Subsequent to Hospitalization for Viral Encephalitis, Part II.

J Learn Disab; V2 N3 P124-35 Mar 1969

Descriptors: exceptional child research; learning disabilities; etiology; behavior problems; diseases; achievement; reading comprehension; perception; intelligence tests; adjustment (to environment)

ABSTRACT 110

EC 500 097 ED N.A.
 Publ. Date Mar 1969 6p.
 Abrams, Jules C.; Belmont, Herman S.
Different Approaches to the Remediation of Severe Reading Disability in Children.

J Learn Disab; V2 N3 P136-41 Mar 1969

Descriptors: exceptional child research; learning disabilities; reading; group therapy; psychotherapy; reading instruction; special classes; personality problems; parent attitudes; dyslexia

ABSTRACT 111

EC 500 098 ED N.A.
 Publ. Date Mar 1969 2p.
 Serafetinides, E. A.
Memory for Words and Memory for Numbers.

J Learn Disab; V2 N3 P142-3 Mar 1969

Descriptors: exceptional child research; learning disabilities; memory; medical case histories; neurologically handicapped; epilepsy; aphasia; medical treatment; neurology; number concepts

ABSTRACT 112

EC 500 099 ED N.A.
 Publ. Date Mar 1969 9p.
 Strickler, Edwin
Family Interaction Factors in Psychogenic Learning Disturbance.
 J Learn Disab; V2 N3 P146-54 Mar 1969

Descriptors: exceptional child services; learning disabilities; family (sociological unit); case records; family counseling; parent child relationship; family attitudes; psychotherapy; emotional problems; academic achievement

ABSTRACT 113

EC 500 100 ED N.A.
 Publ. Date Mar 1969 5p.
 Davis, Frank R.
Environmental Influences on Substrates of Achievement Leading to Learning Disability.
 J Learn Disab; V2 N3 P155-9 Mar 1969

Descriptors: exceptional child education; learning disabilities; achievement; environmental influences; cognitive processes; systems approach; learning theories; multisensory learning; psychology; physiology

ABSTRACT 114

EC 500 101 ED N.A.
 Publ. Date Mar 69 9p.
 Ayres, A. Jean
Deficits in Sensory Integration in Educationally Handicapped Children.
 J Learn Disab; V2 N3 P160-8 Mar 1969

Descriptors: exceptional child research; sensory integration; learning disabilities; academically handicapped; perception

tests; performance tests; Q sort; cognitive measurement; academic achievement; psychomotor skills

ABSTRACT 115

EC 500 120 ED N.A.
Publ. Date Mar 69 7p.
Mullins, June B.
Provisions for Aphasic Children in Public Residential Schools for the Deaf in the United States.
Amer Ann Deaf; V114 N2 P64-70 Mar 1969

Descriptors: exceptional child education; multiply handicapped; educational programs; learning disabilities; aurally handicapped; aphasia; residential schools; school surveys; educational needs; program administration

ABSTRACT 116

EC 500 167 ED N.A.
Publ. Date Apr 69 5p.
Taylor, Raymond G., Jr.; Nolde, S. Van L.
Correlative Study between Reading, Laterality, Mobility, and Binocularity.
Except Child; V35 N8 P627-31 Apr 1969

Descriptors: exceptional child research; learning disabilities; reading; visual perception; cerebral dominance; neurological organization; motor development; lateral dominance; dyslexia; Delacato Method

ABSTRACT 117

EC 500 169 ED N.A.
Publ. Date Apr 69 2p.
Shores, Richard E.
Performance of Learning Disabled and Normal Children from Differing Social Classes under Tangible or Intangible Reinforcement Conditions.
Except Child; V35 N8 P643-4 Apr 1969

Descriptors: exceptional child research; learning disabilities; reinforcement; motivation; academic achievement; social class; elementary school students; rewards

ABSTRACT 118

EC 500 171 ED N.A.
Publ. Date Apr 69 7p.
Schwalb, Eugene And Others
Child with Brain Dysfunction.
J Learn Disab; V2 N4 P182-8 Apr 1969

Descriptors: exceptional child education; learning disabilities; identification; tests; language ability; perceptual motor coordination; intelligence; sensory integration; remedial instruction; minimally brain injured

ABSTRACT 119

EC 500 172 ED N.A.
Publ. Date Apr 69 10p.
Park, George E.
Ophthalmological Aspects of Learning Disabilities.
J Learn Disab; V2 N4 P189-98 Apr 1969

Descriptors: exceptional child research; learning disabilities; vision; dyslexia;

eyes; physiology; visual acuity; visual perception; electroencephalograms; neurology

ABSTRACT 120

EC 500 173 ED N.A.
Publ. Date Apr 69 6p.
Heckerl, John R.; Webb, Susan M.
An Educational Approach to the Treatment of Children with Learning Disabilities.
J Learn Disab; V2 N4 P199-204 Apr 1969

Descriptors: exceptional child services; learning disabilities; identification; interdisciplinary approach; incidence; testing; individualized instruction; staff role; program evaluation; teacher participation; small group instruction

ABSTRACT 121

EC 500 175 ED N.A.
Publ. Date Apr 69 9p.
Silberberg, Norman E.; Silberberg, Margaret C.
Myths in Remedial Education.
J Learn Disab; V2 N4 P209-17 Apr 1969

Descriptors: exceptional child research; learning disabilities; remedial instruction; research problems; reading instruction; research reviews (publications); research criteria; teacher influence; program effectiveness; standards

ABSTRACT 122

EC 500 177 ED N.A.
Publ. Date Apr 69 7p.
Weiner, Lawrence H.
An Investigation of the Effectiveness of Resource Rooms for Children with Specific Learning Disabilities.
J Learn Disab; V2 N4 P223-9 Apr 1969

Descriptors: exceptional child research; learning disabilities; instructional programs; regular class placement; resource teachers; individualized instruction; academic achievement; visual perception; psychomotor skills

ABSTRACT 123

EC 500 197 ED N.A.
Publ. Date Apr 69 10p.
Hertzog, Margaret E. And Others
Neurologic Findings in Children Educationally Designated as Brain-Damaged.
Amer J Orthopsychiat; V39 N3 P437-46 Apr 1969

Descriptors: exceptional child research; neurologically handicapped; minimally brain injured; clinical diagnosis; learning disabilities; neurology; hyperactivity; perceptual motor coordination; speech handicaps

ABSTRACT 124

EC 500 222 ED N.A.
Publ. Date May 69 10p.
Coleman, Howard M.; Dawson, Sarah Taylor
Educational Evaluation and Visual-Perceptual-Motor Dysfunction.
J Learn Disab; V2 N5 P242-51 May 1969

Descriptors: exceptional child educa-

tion; learning disabilities; tests; intelligence tests; verbal tests; performance tests; test interpretation; perceptually handicapped; Stanford Binet; Wechsler Intelligence Scale for Children

ABSTRACT 125

EC 500 224 ED N.A.
Publ. Date May 69 5p.
Erickson, Richard C.
Visual-Haptic Aptitude: Effect on Student Achievement in Reading.
J Learn Disab; V2 N5 P256-60 May 1969

Descriptors: exceptional child research; learning disabilities; visual perception; haptic perception; reading; reading achievement; perceptual development

ABSTRACT 126

EC 500 225 ED N.A.
Publ. Date May 69 7p.
Kappelman, Murray M. And Others
A Study of Learning Disorders Among Disadvantaged Children.
J Learn Disab; V2 N5 P262-8 May 1969

Descriptors: exceptional child research; learning disabilities; disadvantaged youth; clinical diagnosis; case records; neurologically handicapped; emotionally disturbed; health needs; mentally handicapped; perceptually handicapped

ABSTRACT 127

EC 500 309 ED N.A.
Publ. Date Spr 69 5p.
Coon-Teters, Floria
Human Considerations in the Education of Educationally Handicapped Adolescents.
Acad Therap Quart; V4 N3 P165-9 Spr 1969

Descriptors: exceptional child education; learning disabilities; student evaluation; parent participation; case studies (education); special classes; interdisciplinary approach

ABSTRACT 128

EC 500 311 ED N.A.
Publ. Date Spr 69 11p.
Mulligan, William
A Study of Dyslexia and Delinquency.
Acad Therap Quart; V4 N3 P177-87 Spr 1969

Descriptors: exceptional child research; delinquency; dyslexia; perceptually handicapped; etiology; student evaluation; educational needs; learning disabilities; individual characteristics

ABSTRACT 129

EC 500 312 ED N.A.
Publ. Date Spr 69 4p.
McMenemy, Richard A.
The Effect of I.Q. on Progress in Remedial Reading.
Acad Therap Quart; V4 N3 P191-4 Spr 1969

Descriptors: exceptional child education; dyslexia; reading instruction; remedial reading; intelligence differences; teaching methods; individual characteristics; learning disabilities

ABSTRACT 130

EC 500 315 ED N.A.
 Publ. Date Spr 69 6p.
 Early, George H.; Kephart, N. C.
Perceptual-Motor Training and Academic Achievement.
 Acad Therap Quart; V4 N3 P201-6 Spr 1969

Descriptors: exceptional child education; case studies (education); learning disabilities; visual perception; psychomotor skills; perceptual motor coordination; reading achievement; training techniques; sensory training; teaching methods

ABSTRACT 131

EC 500 316 ED N.A.
 Publ. Date Spr 69 5p.
 Kronick, Doreen
Regular Camp, Special Camp, or No Camp.
 Acad Therap Quart; V4 N3 P207-11 Spr 1969

Descriptors: exceptional child services; learning disabilities; camping; minimally brain injured; parent responsibility; counselor role; camp counselors; parent participation; selection; enrichment experience

ABSTRACT 132

EC 500 318 ED N.A.
 Publ. Date Spr 69 5p.
 Banas, Norma; Wills, I. H.
The Vulnerable Child and Prescriptive Teaching.
 Acad Therap Quart; V4 N3 P215-9 Spr 1969

Descriptors: exceptional child education; learning disabilities; diagnostic teaching; test interpretation; educational diagnosis; teaching methods; Wechsler Intelligence Scale for Children; WISC; Detroit Tests of Learning Aptitude; Illinois Test of Psycholinguistic Abilities; ITPA

ABSTRACT 133

EC 500 319 ED N.A.

Publ. Date Spr 69 5p.
 Serio, Martha And Others
A Language-Development Program for Children with Learning Disabilities.
 Acad Therap Quart; V4 N3 P233-7 Spr 1969

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; language handicapped; auditory training; tape recordings; audiovisual aids; language development

ABSTRACT 134

EC 500 321 ED N.A.
 Publ. Date Mar 69 12p.
 Weiner, Paul S.
The Cognitive Functioning of Language Deficient Children.
 J Speech Hearing Res; V12 N1 P53-64 Mar 1969

Descriptors: exceptional child research; language handicapped; cognitive processes; auditory perception; visual perception; language development; cognitive ability; concept formation; verbal ability; learning disabilities

ABSTRACT 135

EC 500 364 ED N.A.
 Publ. Date Jun 69 6p.
 Silberberg, Norman E.; Silberberg, Margaret C.
The Bookless Curriculum: An Educational Alternative.
 J Learning Disabilities; V2 N6 P302-7 Jun 1969

Descriptors: exceptional child education; learning disabilities; curriculum; remedial reading; audiovisual programs; instructional technology; educational objectives; instructional innovation; dyslexia; illiteracy

ABSTRACT 136

EC 500 373 ED N.A.
 Publ. Date Sum 69 8p.
 Slingerland, Beth H.
Early Identification of Preschool Children Who Might Fail.

Acad Therap Quart; V4 N4 P245-52 Sum 1969

Descriptors: exceptional child education; learning disabilities; identification; language handicaps; preschool children; reading readiness; maturation; screening tests

ABSTRACT 137

EC 500 374 ED N.A.
 Publ. Date Sum 69 11p.
 Hunt, Jane V.
The Early Detection of Potential Learning Disorders.
 Acad Therap Quart; V4 N4 P253-63 Sum 1969

Descriptors: exceptional child education; learning disabilities; identification; individual differences; case studies (education); prevention; cognitive processes; psychological evaluation; perceptually handicapped

ABSTRACT 138

EC 500 375 ED N.A.
 Publ. Date Sum 69 9p.
 Knights, Robert M.; Hinton, George G.
Minimal Brain Dysfunction: Clinical and Psychological Test Characteristics.
 Acad Therap Quart; V4 N4 P265-73 Sum 1969

Descriptors: exceptional child research; minimally brain injured; test results; diagnostic tests; test interpretation; language handicaps; learning disabilities; drug therapy; individual characteristics

ABSTRACT 139

EC 500 376 ED N.A.
 Publ. Date Sum 69 6p.
 Heckelman, R. G.
A Neurological-Impress Method of Remedial-Reading Instruction.
 Acad Therap Quart; V4 N4 P277-82 Sum 1969

Descriptors: exceptional child research; teaching methods; learning disabilities; remedial reading programs; oral reading; reading

AUTHOR INDEX

Abrams, Jules C 110.
 Anderson, Robert P 69.
 Anderson, William W And Other 45.
 Ashlock, Patrick 7.
 Ayres, A Jean 114.
 Baldwin, Ruth W 74.
 Banas, Norma 132.
 Bannatyne, Alex 58.
 Barsch, Ray H 2, 11.
 Bateman, Barbara D 37, 79.
 Bauer, David H 25.
 Beck, Joan 10.
 Beery, Keith E 4.
 Belmont, Herman S 110.
 Best, Helen And Other 29.
 Bibace, Roger 100.
 Birch, Herbert G, Ed 9.
 Black, John W 52.
 Boder, Elena 67.
 Braun, Jean S 13.
 Broadhead, Geoffrey D 48.
 Brown, Edwin R 77.
 Brown, George W 108.
 Bryant, N Dale 72.
 Burns, Robert C And Other 71.
 Christoplos, Florence 104.
 Clements, Sam D 3, 32.
 Clemmens, Raymond L 73.
 Coleman, Howard M 124.
 Conners, C Keith 62.
 Coon-Teters, Floria 127.
 Cramblett, Henry G 105, 109.
 Cratty, Bryant J 43.
 Crawford, Grace 60.
 Crawford, John E 38.
 Critchley, Macdonald 22.
 Cruickshank, William M And Other 55.
 Davis, Frank R 113.
 Dawson, Sarah Taylor 124.
 Delacato, Carl H 20.
 Doehring, Donald G 51.
 Early, George H 130.
 Edgington, Ruth 3.
 Eisenon, Jon 63.
 Erickson, Richard C 125.
 Ewing, A W G, Ed 80.
 Ezor, Edwin 21.
 Fellendorf, George W 95.
 Friedman, Nathan 64.

Frostig, Marianne 82.
 Garrett, Edgar Ray 35.
 Gertz, Boris, Ed 30.
 Glass, Gene V 23.
 Goldberg, Herman K 5.
 Golub, Risa S 15.
 Gordon, Sol 15, 18.
 Goyen, Judith 50.
 Griffin, Aileen 65.
 Grover, Edward C 87.
 Hallstrom, Gordon M, Mrs And Other 85.
 Hancock, Karen 100.
 Haring, Norris G 99.
 Harmon, Darell Boyd 76.
 Hart, Jane 92.
 Hauck, Mary Ann 99.
 Hearn, Rudolph S 102.
 Heckelman, R G 139.
 Heckerl, John R 120.
 Hellmuth, Jerome, Ed 78.
 Hennessy, Erna 12.
 Hertzog, Margaret E And Other 123.
 Hinton, George G 138.
 Hunt, Jane V 137.
 Joanne Marie, Sister 40.
 Jones, Beverly 92.
 Kappelman, Murray M And Other 126.
 Kass, Corinne E 90.
 Keenan, Joseph S 83.
 Kenney, Thomas J 74.
 Kephart, N C 130.
 Kershner, John R 25.
 Kirshner, A J 41.
 Knights, Robert M 138.
 Kronick, Doreen 131.
 Landreth, Garry L And Other 106.
 Lapray, Margaret 91.
 LeWinn, Edward B And Other 68.
 Lewis, Edward R 49.
 Lyle, J G 50.
 MacDonald, Robert L 66.
 Mallison, Ruth 54.
 Mann, Philip H 107.
 McAninch, Myrene 70.
 McGrady, Harold J 46.
 McLeod, John 61.
 McMenemy, Richard A 129.
 Mestrow, Louise 97.
 Money, John 59.
 Monroe, George E 31.

Mulholland, Ann M 95.
 Mulligan, William 128.
 Mullins, June B 115.
 Natchez, Gladys, Ed 26.
 Nolde, S Van L 116.
 Nolen, Patricia A And Other 34.
 Olson, Don A 46.
 Park, George E 119.
 Perry, Harold W 8.
 Pizzamiglio, Luigi 52.
 Quay, Herbert C, Ed 86.
 Rappaport, Sheldon R 88.
 Rappaport, Sheldon R, Ed 27, 42.
 Rarick, G Lawrence 48.
 Rawson, Margaret B 24.
 Robbins, Melvin P 89.
 Ross, Ramon 91.
 Rubin, Eli Z 13.
 Rubin, Eli Z And Other 36.
 Ruvin, Harold 21.
 Sabatino, David A 105, 109.
 Salvin, Sophia T 75.
 Sapir, Selma G 44.
 Schiffman, Gilbert 73.
 Schmitt, Earl P 33.
 Schulman, Jerome L 14.
 Schwalb, Eugene And Other 118.
 Semmel, Melvyn I And Other 56.
 Serafetinides, E A 111.
 Serio, Martha And Other 133.
 Shields, Eloise 77.
 Shores, Richard E 117.
 Silberberg, Margaret C 121, 135.
 Silberberg, Norman E 121, 135.
 Slingerland, Beth H 136.
 Solan, Harold A 101.
 Spivack, George 39.
 Stark, Joel And Other 84.
 Stephen, Alberta 7.
 Stock, Claudette 103.
 Strickler, Edwin 112.
 Taylor, Raymond G, Jr 116.
 Thompson, Alice C 93.
 Todd, Joseph H 87.
 Van Witsen, Betty 16.
 Webb, Susan M 120.
 Weiner, Lawrence H 122.
 Weiner, Paul S 134.
 West, Robert, Ed 28.
 Wiener, Gerald 6.
 Zedler, Empress Y 57. /

DOCUMENT CLASSIFICATION INDEX

Bibliographies 3, 17.
 Curriculum Guides 2, 16, 43.
 General Reference 10, 15, 17-18, 37, 92.
 Program Guides 1, 87.
 Research Reports 4, 6, 8, 12-14, 23-25, 29, 33-36, 39, 41, 44-53, 55-57, 61-62,

64, 73-74, 76-77, 76-80, 86, 89-91, 94-95, 99-102, 105, 109-111, 114, 116-117, 119, 121-123, 125-126, 128, 134, 138-139.
 Conference Proceedings 9, 19, 21, 27-28, 30, 42, 57-62, 65, 82, 85, 95, 97-98.

Manuals (Nonprofessional) 18, 37, 92.
 Manuals (Professional) 9, 11, 15-16, 20, 22, 26, 31-32, 37-39, 54-55, 76, 78, 81, 86, 88, 96.
 Professional Reports 12, 87, 93.

SUBJECT INDEX

- Ability Tests 80.
- Academic Achievement 7, 34, 39, 44-45, 53, 100, 105, 112, 114, 117, 122.
- Academic Failure 45.
- Academically Handicapped 47, 114.
- Achievement 24, 50, 73, 100, 105, 109, 113.
- Adaptation Level Theory 25.
- Adjustment Problems 36.
- Adjustment (To Environment) 97, 109.
- Administration 1, 15, 47, 75, 87, 95.
- Administrative Policy 88.
- Administrator Attitudes 55.
- Admission Criteria 1, 45, 95.
- Admission (School) 45.
- Adolescents 15, 17-18, 20, 22-23, 43, 93, 97.
- Adults 22, 28, 52.
- Age Differences 46, 48, 50.
- Ancillary Services 3.
- Annotated Bibliographies 17.
- Anomalies 59.
- Anxiety 65.
- Aphasia 27-28, 35, 42, 52, 60, 63, 83, 111, 115.
- Art 48.
- Articulation (Speech) 35, 63.
- Attendance 53.
- Attitudes 12, 70.
- Audiovisual Aids 51, 101, 133.
- Audiovisual Instruction 64.
- Audiovisual Programs 135.
- Audition (Physiology) 56.
- Auditory Discrimination 35, 46, 51, 56, 63, 65-66, 84.
- Auditory Evaluation 80.
- Auditory Perception 11, 16, 44, 46, 51, 56, 61, 63, 66, 82, 90, 102, 134.
- Auditory Tests 4, 56.
- Auditory Training 66, 80, 133.
- Auditory Visual Tests 51.
- Aural Stimuli 35, 51, 56.
- Aurally Handicapped 51, 56, 80, 95, 115.
- Austin 1.
- Autism 84, 86.
- Automated Stimulus Control System 35.
- Automation 35.
- Average Students 46.
- Basic Skills 13.
- Behavior 9-10, 13-14, 17, 19, 34, 36, 38, 54, 67-68, 74-75, 81, 84, 86.
- Behavior Change 7, 34, 48, 54, 64, 74, 77, 84, 86-88, 92, 108.
- Behavior Patterns 14, 31, 63, 87.
- Behavior Problems 3, 9, 12, 18, 68, 74, 86, 88, 92-93, 97, 108-109.
- Behavior Rating Scales 39, 74.
- Behavioral Science Research 14, 39, 41.
- Bender Gestalt Test 6, 14.
- Bibliographies 3.
- Biochemistry 38.
- California 45, 47, 49, 75.
- Camp Counselors 131.
- Camping 131.
- Case Records 112, 126.
- Case Studies (Education) 27, 60, 71, 84, 92, 97, 127, 130, 137.
- Cerebral Dominance 3, 59, 63, 68, 76, 116.
- Cerebral Palsy 17.
- Child Development 9, 12, 25, 27, 37, 42, 78, 80-81, 88-89, 92.
- Child Development Centers 106.
- Child Rearing 18, 39, 108.
- Class Management 3.
- Class Organization 75.
- Class Size 1, 65.
- Classification 68.
- Classroom Arrangement 87, 93.
- Classroom Design 88.
- Classroom Environment 45, 81.
- Clinic Personnel (School) 72.
- Clinical Diagnosis 5, 10, 12, 14, 17, 20, 22, 26-27, 31-32, 38, 42, 53, 56, 67-68, 72, 78, 80, 82, 87, 92, 95, 106, 123, 126.
- Clinics 68, 72.
- Cognitive Ability 134.
- Cognitive Development 13, 37.
- Cognitive Measurement 39, 114.
- Cognitive Processes 13, 19, 31, 40-41, 62-63, 68, 71, 82, 90, 100, 105, 113, 134, 137.
- Cognitive Tests 13.
- Communication Problems 42.
- Communication (Thought Transfer) 20, 42, 58, 62.
- Community Attitudes 19.
- Community Programs 95.
- Community Services 19, 72.
- Comparative Education 49.
- Concept Formation 3, 37, 66, 100, 134.
- Conceptual Schemes 42.
- Conference Reports 19, 27-28, 57-59, 61-62, 85.
- Controlled Environment 55.
- Cooperative Planning 95, 106.
- Counseling 106.
- Counselor Role 131.
- Course Descriptions 107.
- Course Organization 55.
- Curriculum 2, 11, 55, 86, 135.
- Curriculum Design 75.
- Curriculum Development 31.
- Curriculum Guides 43.
- Curriculum Planning 30.
- Cutaneous Sense 69.
- Day Camp Programs 15.
- Day Programs 95.
- Day Schools 15, 95.
- Deaf 51.
- Delacato 25, 89.
- Delacato Method 116.
- Delinquency 86, 128.
- Demography 95.
- Demonstration Programs 55.
- Detroit Tests Of Learning Aptitude 132.
- Developmental Reading 73.
- Developmental Test Of Visual Motor Integration 4.
- Devereux Child Behavior Rating Scale 39.
- Devereux Foundation 39.
- Diagnostic Teaching 21, 87-88, 98, 132.
- Diagnostic Tests 6-7, 14, 17, 20, 40, 90, 138.
- Disadvantaged Youth 66, 68, 86, 126.
- Discipline Policy 77.
- Discrimination Learning 44, 84.
- Diseases 38, 105, 109.
- Doman 25.
- Draw A Person Test 14, 70.
- Drug Therapy 86-87, 93, 138.
- Dyslexia 20, 22, 24, 26, 33, 58-59, 61, 64, 67, 73, 78-79, 96, 99, 102, 110, 116, 119, 128-129, 135, 139.
- Dyslexia Schedule 61.
- Educable Mentally Handicapped 43, 48.
- Educational Coordination 67.
- Educational Diagnosis 7, 14, 19, 22, 27, 40, 54, 67, 71-72, 97, 107, 132.
- Educational Environment 30.
- Educational Facilities 47.
- Educational Finance 47.
- Educational Legislation 85.
- Educational Methods 30.
- Educational Needs 7, 9-10, 12, 19, 21, 30, 47, 81, 95-96, 115, 128.
- Educational Objectives 28, 98, 104, 107, 135.
- Educational Philosophy 81.
- Educational Principles 17.
- Educational Problems 81, 103.
- Educational Programs 3, 39, 42, 87-88, 115.
- Educational Research 39, 85.
- Educational Testing 98.
- Educational Theories 98.
- Educational Therapy 7, 54, 71, 78.
- Educational Trends 21.
- Electrical Stimuli 76.
- Electroencephalography 42, 119.
- Elementary Education 97.
- Elementary Grades 5, 13, 36-37, 97.
- Elementary School Students 48, 73, 90, 117.
- Emotional Adjustment 65.
- Emotional Development 48, 71.
- Emotional Problems 5, 13, 38, 58, 112.
- Emotionally Disturbed 13, 36, 39, 72, 78-79, 84, 86, 93, 96, 126.
- England 49.
- Enrichment Experience 131.
- Environmental Influences 13, 19, 113.
- Epilepsy 96, 111.
- Equipment 88.
- Etiology 5, 9-10, 17, 22, 25-26, 28, 32, 38, 45, 58, 79, 86, 92, 105, 109, 128.
- Evaluation Criteria 32, 67, 76.
- Evaluation Methods 37.
- Evaluation Needs 12.
- Evaluation Techniques 66.
- Experimental Programs 2, 44, 64.
- Experimental Teaching 44.
- Expressive Language 44, 83.
- Eye Fixations 41, 64.
- Eye Hand Coordination 36, 41, 66, 76.
- Eye Movements 41, 64.
- Eyes 76, 119.
- Facilities 75.
- Family Attitudes 12, 112.

SUBJECT INDEX

Family Counseling 112.
 Family Relationship 9, 78.
 Family (Sociological Unit) 9, 18-19, 24, 54, 86, 108, 112.
 Federal Legislation 85.
 Financial Support 47.
 Followup Studies 24, 55, 73-74, 79, 86.
 Foreign Countries 49.
 Frostig Developmental Test Of Visual Perception 82.
 Games 15, 43.
 Genetics 58.
 Gifted 24.
 Graduate Study 55.
 Group Instruction 48.
 Group Therapy 110.
 Grouping (Instructional Purposes) 53.
 Guidance 15.
 Handicapped Children 2, 70.
 Handwriting 102.
 Haptic Perception 11, 16, 69, 125.
 Health Needs 126.
 Hearing Aids 80.
 Heredity 9, 24, 58-59.
 Home Instruction 37, 80.
 Home Programs 54.
 Human Posture 76, 78.
 Hyperactivity 30, 67, 86, 96, 123.
 Identification 3-4, 6, 12, 14, 21, 24, 26, 31-32, 36, 38, 45, 56-57, 61, 66-68, 79-80, 82, 86, 93-95, 98, 102, 107, 118, 120, 136-137.
 Identification Tests 14, 98.
 Illinois 85.
 Illinois Test Of Psycholinguistic Abilities (ITPA) 4, 21, 40, 82, 132.
 Illiteracy 135.
 Imitation 139.
 Immaturity 98.
 Incidence 9-10, 22, 79, 95, 120.
 Individual Characteristics 9, 12, 17, 27, 32, 38, 79, 86, 92, 103, 108, 128-129, 138.
 Individual Differences 98, 137.
 Individual Instruction 31.
 Individual Needs 10, 21, 97.
 Individualized Instruction 34, 48, 54, 104, 120, 122.
 Infants 80.
 Information Processing 62, 97.
 Information Systems 62.
 Initial Teaching Alphabet 49.
 Inservice Teacher Education 47, 94-95.
 Instructional Innovation 135.
 Instructional Materials 3, 7, 31, 37, 49, 54, 88, 93, 96, 133.
 Instructional Programs 122.
 Instructional Technology 135.
 Intellectual Development 48.
 Intelligence 7, 24, 36, 82, 118.
 Intelligence Differences 129.
 Intelligence Factors 31.
 Intelligence Tests 6, 53, 109, 124.
 Interdisciplinary Approach 42, 72, 75, 106, 120, 127.
 Interpersonal Relationship 54.
 Itinerant Teachers 31.
 Jersey City 21.
 Johnson Test Of Motor Skill Development 29.
 Junior High School Students 34, 65.
 Kephart 25.
 Kindergarten Children 94-95.
 Kinesthetic Methods 69.
 Kinesthetic Perception 69.

Language 28, 44, 63, 82-83.
 Language Ability 118.
 Language Arts 65, 96.
 Language Development 19, 28, 40, 42, 44, 71, 84, 96, 133-134.
 Language Handicapped 7, 27-28, 35, 42, 52, 63, 133-134.
 Language Handicaps 3, 20, 28, 83, 136, 138.
 Language Modalities Test For Aphasia 83.
 Language Tests 4, 19, 40, 83.
 Lateral Dominance 20, 28, 58, 63, 79, 89, 116.
 Learning 2, 19, 25, 51, 84, 89.
 Learning Activities 2, 16, 92.
 Learning Characteristics 65, 78, 92.
 Learning Difficulties 2, 18.
 Learning Disabilities 1-12, 14-79, 81-85, 87-139.
 Learning Experience 24.
 Learning Processes 62, 68.
 Learning Readiness 24.
 Learning Theories 11, 20, 25-26, 89, 113.
 Legislation 47, 85, 87, 97.
 Linguistics 36.
 Literature Reviews 23.
 Longitudinal Studies 4.
 Maladjustment 13, 36.
 Masters Degrees 55.
 Mathematical Concepts 96.
 Mathematics 34.
 Maturation 101, 136.
 Measurement Techniques 76.
 Medical Case Histories 111.
 Medical Consultants 72.
 Medical Evaluation 10, 12, 22, 38, 45, 53, 57, 67-68, 71, 87.
 Medical Treatment 17, 38, 68, 74, 78, 86, 97, 111.
 Memory 58, 63, 65-66, 111.
 Mental Development 80.
 Mental Health Clinics 72.
 Mentally Handicapped 25, 35, 39, 43, 48, 77, 96, 126.
 Minimally Brain Injured 1, 3, 6, 8-10, 12, 14-15, 17-21, 27, 29-30, 32, 38-39, 42, 45, 48, 53, 55-56, 62, 67-68, 74, 77, 79, 92, 98, 118, 123, 131, 138.
 Minnesota Test For Differential Diagnosis Of Aphasia 83.
 Mongolism 43.
 Motivation 26, 99, 117.
 Motor Development 29, 42, 48, 66, 76, 93-95, 116.
 Movigenics 11, 92.
 Multiply Handicapped 115.
 Multisensory Learning 73, 113.
 Needs 12.
 Neurological Defects 20, 38, 56-58, 68.
 Neurological Development 96.
 Neurological Organization 20, 23, 25, 41, 58, 63, 68, 78, 89, 101, 116.
 Neurologically Handicapped 2, 6, 9, 11, 17-18, 20-21, 23, 26-27, 42-43, 45, 53-54, 56-57, 59, 67-68, 70, 78-79, 81, 87, 89, 93, 96, 111, 123, 126.
 Neurology 20, 22, 38, 56, 71, 111, 119, 123.
 Neurotic Children 77.
 New Jersey 12, 85.
 Nonverbal Learning 36, 41, 51.
 Number Concepts 111.
 Occupational Therapists 97.

Ohio 87.
 Operant Conditioning 34.
 Ophthalmology 15.
 Optometrists 33.
 Oral Reading 139.
 Organizations (Groups) 19.
 Orthographic Symbols 49.
 Parent Associations 19.
 Parent Attitudes 12, 15, 81, 88, 110.
 Parent Child Relationship 18, 58, 77, 86, 112.
 Parent Counseling 3, 15, 38, 80-81, 88, 93.
 Parent Participation 53-54, 60, 65, 92, 127, 131.
 Parent Reaction 12, 77.
 Parent Responsibility 10, 28, 81, 131.
 Parent Role 28, 87, 108.
 Parental Background 12.
 Parents 81.
 Pathology 38, 63, 68.
 Patterned Responses 52, 84.
 Perception 3, 8-9, 11, 13, 16, 25, 39, 41, 44, 46, 50-51, 56, 59-61, 63, 65-66, 69-70, 73, 76, 78, 82, 91, 94-96, 101, 105, 109.
 Perception Tests 70, 90, 114.
 Perceptual Development 7, 9, 11, 15-16, 25, 44, 69, 79, 91, 94-95, 125.
 Perceptual Motor Coordination 2, 7, 9, 11, 13, 15, 24, 29, 36, 38, 43, 66-68, 70, 76, 78, 82, 84, 94-96, 100, 118, 123, 130.
 Perceptual Motor Learning 2, 11, 13, 19, 25, 29, 41, 44, 69-70, 73, 92.
 Perceptually Handicapped 7-9, 11, 16, 19, 27, 31, 36, 38, 41, 55, 59-60, 79, 81-82, 92, 94-95, 101, 124, 126, 128, 137.
 Performance Factors 36.
 Performance Tests 114, 124.
 Personality Assessment 7.
 Personality Problems 110.
 Personality Theories 26.
 Personnel 72.
 Personnel Needs 47.
 Phonetics 52, 66.
 Phonics 52.
 Physical Activities 2, 29, 43, 48.
 Physical Characteristics 10.
 Physical Development 2.
 Physical Education 29, 43, 48.
 Physical Fitness 2, 39, 43.
 Physically Handicapped 7.
 Physicians 38, 74.
 Physiology 38, 71, 113, 119.
 Pilot Projects 45.
 Play Therapy 54, 106.
 Positive Reinforcement 99.
 Prediction 4, 6.
 Predictive Ability (Testing) 6, 46, 57.
 Predictive Measurement 4, 6, 79.
 Predictive Validity 6.
 Premature Infants 6.
 Preschool Children 4, 54, 60, 95, 98, 136.
 Preschool Education 37, 60.
 Preschool Programs 97.
 Prevention 4, 65, 137.
 Primary Grades 13, 15, 37, 61, 91, 93.
 Professional Occupations 24.
 Professional Personnel 72.
 Prognostic Tests 4.
 Program Administration 1, 15, 115.
 Program Development 1, 54.

- Program Effectiveness 104, 121.
 Program Evaluation 7-8, 47, 55, 120.
 Program Improvement 47.
 Program Planning 1, 15, 31, 60, 88, 94-95.
 Programed Instruction 34-35, 51, 75, 99, 104.
 Psychiatric Services 72.
 Psychoeducational Clinics 67, 71-72, 78.
 Psychoeducational Processes 25-26, 46, 71.
 Psychoeducational Services 72.
 Psycholinguistics 4, 40, 61, 90.
 Psychological Characteristics 10, 19, 32.
 Psychological Evaluation 1, 9, 57, 67, 72, 87, 105, 137.
 Psychological Patterns 14, 67.
 Psychological Testing 6, 14.
 Psychological Tests 4, 6, 14, 42.
 Psychologists 72.
 Psychology 113.
 Psychomotor Skills 11, 13, 29, 36, 41, 92, 94-95, 114, 122, 130.
 Psychopathology 30.
 Psychosis 68.
 Psychotherapy 67, 71, 88, 110, 112.
 Psychotic Children 93.
 Public Relations 3.
 Public School Systems 75.
 Readiness 88.
 Reading 5, 22-23, 26, 33-34, 40, 49-50, 58-59, 61, 65, 69, 73, 89-91, 99, 106, 110, 116, 125.
 Reading Ability 89, 91.
 Reading Achievement 24, 73, 89, 125, 130.
 Reading Comprehension 109.
 Reading Development 49, 89.
 Reading Diagnosis 5, 40.
 Reading Difficulty 5, 22-23, 33, 40, 50, 65, 73, 90.
 Reading Failure 5, 49, 90.
 Reading Improvement 20, 64, 91, 99.
 Reading Instruction 23, 49, 69, 73, 91, 110, 121, 129, 139.
 Reading Level 73.
 Reading Materials 49.
 Reading Readiness 50, 65, 136.
 Reading Research 23, 50, 73.
 Reading Skills 26, 91.
 Reading Tests 61, 90.
 Receptive Language 83.
 Records (Forms) 1.
 Recreation 15.
 Recreational Activities 15, 75.
 Recreational Programs 15.
 Redundancy 61.
 Regular Class Placement 53, 122.
 Reinforcement 34-35, 84, 86, 93, 99, 104, 117.
 Remedial Instruction 7, 19, 79, 107, 118, 121.
 Remedial Programs 64, 82.
 Remedial Reading 5, 49, 73, 129, 135.
 Remedial Reading Clinics 49.
 Remedial Reading Programs 139.
 Research. See Document Classification Index: Research Reports.
 Research Criteria 121.
 Research Methodology 23.
 Research Needs 28, 79.
 Research Problems 121.
 Research Reviews (Publications) 26, 32-33, 39, 41, 56, 65, 70, 79, 86, 100, 102, 121.
 Residential Schools 31, 115.
 Resource Materials 26.
 Resource Teachers 122.
 Response Mode 46.
 Responsibility 10.
 Retarded Readers 5, 50, 64.
 Retention 65.
 Rewards 117.
 San Jose 49.
 San Mateo County 45.
 Scheduling 60.
 School Community Cooperation 88.
 School Construction 80.
 School Districts 85, 95.
 School Surveys 115.
 School Systems 55.
 Screening Tests 4, 36, 44, 57, 80, 94-95, 97, 136.
 Secondary School Students 73.
 Seizures 74.
 Selection 131.
 Self Actualization 70.
 Self Concept 70-71, 77-78, 92, 108.
 Self Control 39.
 Self Esteem 70.
 Self Evaluation 70.
 Sensory Experience 11.
 Sensory Integration 44, 46, 56, 69, 88, 114, 118.
 Sensory Training 7, 60, 64, 66, 94-95, 130.
 Sequential Learning 43.
 Sequential Programs 104.
 Services 12, 78.
 Sex Differences 48, 53.
 Siblings 12.
 Skill Development 7, 29, 34.
 Small Group Instruction 120.
 Social Class 117.
 Social Development 48.
 Social Environment 9.
 Social Experience 9.
 Social Recreation Programs 15.
 Social Workers 72.
 Socialization 9, 15, 19.
 Socially Deviant Behavior 9.
 Socioeconomic Background 75.
 Socioeconomic Influences 26.
 Space Orientation 11, 25, 64, 76, 92.
 Special Classes 1, 8, 12, 31, 45, 47, 53, 73, 75, 81, 87, 93, 95, 110, 127.
 Special Programs 2, 12, 29, 45, 89, 94-95.
 Special Services 12, 85.
 Speech Handicapped 3, 20, 123.
 Speech Improvement 20.
 Speech Pathology 52.
 Speech Therapy 27-28, 35, 106.
 Spelling 24.
 Staff Role 120.
 Standards 1, 72, 87, 121.
 Stanford Binet Intelligence Scale 14, 124.
 State Legislation 95.
 State Programs 47, 75, 85, 87, 95.
 State Standards 1.
 State Surveys 47.
 Stereopsis 64.
 Stimulus Behavior 35.
 Structural Linguistics 52.
 Student Attitudes 53.
 Student Evaluation 37, 53, 60, 127-128.
 Student Teacher Relationship 81.
 Student Transportation 47.
 Students 52.
 Summer Programs 15.
 Supervisor Qualifications 95.
 Systems Analysis 62.
 Systems Approach 62, 113.
 Tachistoscopes 69, 101.
 Tactual Perception 11, 16, 69.
 Tape Recordings 133.
 Task Performance 4, 36, 50, 100.
 Taxonomy 19, 31-32, 58, 75.
 Teacher Aides 75.
 Teacher Attitudes 53, 65.
 Teacher Characteristics 3.
 Teacher Education 3, 47, 55, 75, 85, 107.
 Teacher Evaluation 55.
 Teacher Improvement 55.
 Teacher Influence 121.
 Teacher Participation 120.
 Teacher Qualifications 75, 93.
 Teacher Role 38, 81, 88, 107, 139.
 Teacher Supervision 95.
 Teacher Workshops 94-95.
 Teachers 81.
 Teaching Guides 16, 37, 81.
 Teaching Machines 35.
 Teaching Methods 7-8, 19, 26, 34, 37, 40, 42-44, 49, 55, 65-66, 69-71, 75, 78-79, 81-82, 88, 91-96, 99, 104, 129-130, 132-133, 139.
 Teaching Techniques 22.
 Team Teaching 75, 78.
 Templin Darley Articulation Test 35.
 Test Construction 14, 90.
 Test Evaluation 70.
 Test Interpretation 124, 132, 138.
 Test Results 138.
 Test Validity 61, 90.
 Testing 13-14, 46, 58, 61, 92, 120.
 Tests 4, 6, 8, 29, 40, 52, 70, 79-80, 82-83, 90, 118, 124.
 Therapeutic Environment 108.
 Therapists 107.
 Thought Processes 62.
 Time 37.
 Time Perspective 37.
 Title III 94-95.
 Tracking 41, 64, 76.
 Trainable Mentally Handicapped 43.
 Training Techniques 130.
 Turners Syndrome 59.
 Underachievers 2, 24, 57, 105.
 Verbal Ability 66, 134.
 Verbal Operant Conditioning 84.
 Verbal Tests 46, 124.
 Vision 78, 119.
 Visual Acuity 64, 119.
 Visual Discrimination 46, 50, 73.
 Visual Measures 50.
 Visual Perception 11, 16, 22, 33, 36, 42, 44, 46, 50, 61, 65-66, 76, 82, 90-91, 93, 101-102, 116, 119, 122, 125, 130, 134.
 Visual Stimuli 50.
 Visualization 42.
 Visually Handicapped 33, 64, 76.
 Vocabulary 10, 22.
 Vocabulary Development 71.
 Vocational Counseling 3.
 Vocational Education 97.
 Vocational Followup 24.
 Voice Disorders 35.
 Wechsler Intelligence Scale For Children (WISC) 6, 14, 82, 124, 132.
 Young Adults 97.